DOCUMENT RESUME

ED 215 705 IR 010 203

AUTHOR Payne, Philip
TITLE The Use of Books and Libraries by Part-Time Business Studies Students at a Polytechnic: A Follow-up Study.
INSTITUTION City of London Polytechnic (England). Library and Learning Resources Service.
REPORT NO ISBN-0-904264-59-9
PUB DATE 81
NOTE 92p.; Best available copy.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Accounting; *Business Education; *College Libraries; Foreign Countries; Higher Education; Interviews; Library Surveys; *Part Time Students; Questionnaires; Tables (Data); *Textbooks; User Satisfaction (Information); Use Studies
IDENTIFIERS City of London Polytechnic (England); *Library Users

ABSTRACT

To study the effect on library use, of additional expenditure on accounting textbooks needed by part-time business students, a study was conducted in the spring of 1980 at the City of London Polytechnic. Three techniques were used: (1) a questionnaire distributed to all part-time students in the Accountancy Department and, as a control group, all part-time students in the Economics and Banking Department; (2) semi-structured interviews with part-time students aimed at examining in more detail the role of the library in their courses; and (3) a questionnaire inserted in the additional books during a three week period. The results of the questionnaire survey, with a response rate of about 40 percent, suggest that there had been a growth in the number of part-time accountancy students who used the library since an earlier study in 1979. Nevertheless, the book use study indicated that the vast majority of loans of the additional texts were to full-time students and only 16 percent were borrowed by part-time students. Copies of both the questionnaires and the interview schedule are appended, as well as supporting data and student comments on open-ended questions. (Author/RBF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215705

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE USE OF BOOKS AND LIBRARIES BY PART-TIME BUSINESS STUDIES STUDENTS AT A POLYTECHNIC:

a follow-up study

by

Philip Payne

LLRS PUBLICATIONS
1981

IR010203

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Philip Payne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© Copyright City of London Polytechnic

British Library CIP data

Payne, Philip
The use of books and libraries by part-time business studies students at a polytechnic: a follow-up study.
1. Libraries, University and College - England - London - Use studies. 2. Students, Part-time - England - London 3. City of London Polytechnic - Library
I. Title
025.5 Z792.C59

ISBN 0-904264-59-9

LLRS Publications,
City of London Polytechnic,
Calcutta House,
Old Castle Street,
London, E1 7NT
England

CONTENTS

	Page
Abstract	i
List of tables and figures	ii
Abbreviations used	iii
A. BACKGROUND TO THE STUDY	1
A1. Introduction	1
A2. Method	1
B. QUESTIONNAIRE SURVEY	2
B1. Introduction	2
B2. Questionnaire design	2
B3. Distribution of questionnaires	3
B4. Response rate	3
B5. Results of the questionnaire survey	5
.1 Ever visited the Library	5
.2 Ever visited the Library by course	5
.3 Ever visited the Library by level of course	7
.4 Ever visited the Library by mode of attendance	9
.5 Ever visited the Library by Burnham grade of course	9
.6 Ever visited the Library and questionnaire response rate	10
.7 Last visit to the Library	12
.8 Length of last visit to the Library	13
.9 Extent to which the length of the last visit was exceptional	14
.10 Use made of Library on last visit	14
.11 Level of satisifaction with library services	17
.12 Non-use of Polytechnic Library	17
.13 Use of other libraries	20
.14 Comments on polytechnic library service	21
C. INTERVIEWS	27
C1. Method	27
C2. Interviewee's comments	28
.1 Courses and teaching methods	28
.2 Course work	28
.3 Course reading	29
.4 Use of libraries	30
.5 Being a part-time student	31

Page

D. BOOK USE STUDY 32

D1. Introduction 32

D2. Results 33

.1 Use by user category 33

.2 Use by subject of the books 33

.3 Use by edition of the books 35

.4 Use by loan status of books 36

.5 Use by students' course 36

.6 Use by whether books were on reading lists 38

E. SUMMARY AND CONCLUSIONS 38

E1. Introduction 38

E2. Questionnaire survey results 39

E3. Interviewee's comments 40

E4. Book use study results 41

APPENDICES

I. Part-time students follow-up questionnaire

II. Letter to lecturers asking them to distribute questionnaire

III. Questionnaire response rates by course - Accountancy and Taxation

IV. Questionnaire response rates by course - Economics and Banking Department

V. Comments from part-time students in response to the open-ended questions on the questionnaire.

VI. Interview guide

VII. Sample of books in Book Use Study

VIII. Book Use Study questionnaire

IX. Guidelines for library staff in Book Use Study

ABSTRACT

In the Spring of 1980, a research study was carried out at City of London Polytechnic on the use of books and libraries by part-time business studies students who were studying there. The primary aim of this follow-up study was to discover the effect on the use of the Polytechnic Library of additional expenditure on textbooks needed by part-time students on accountancy courses.

Three techniques were used:

i) a questionnaire distributed to all part-time students in the Accountancy Department and, as a control group, all part-timers in the Economics and Banking Department,

ii) semi-structured interviews with part-time students aimed at examining in more detail the role of the Library in their courses, and

iii) a study of the users of the additional books, through a very short questionnaire inserted in each of the books issued during a three week period.

The results of the questionnaire survey (with a response rate estimated to be about 40%) suggested that there had been a growth, since an earlier survey carried out in 1979, in the number of part-time students on accountancy courses who used the Library. Nevertheless, the book use study showed that the vast majority of the loans of the additional texts were to full-time students and only 16% were borrowed by part-time students.

LIST OF TABLES AND FIGURES

		Page
TABLE 1	Ever visited the Library by department	5
TABLE 2	Ever visited the Library by course - Accountancy Department	6
TABLE 3	Ever visited the Library by course - Economics Department	7
TABLE 4	Ever visited the Library by level of course - Accountancy Department	8
TABLE 5	Ever visited the Library by level of course - Economics Department	8
TABLE 6	Ever visited the Library by mode of attendance	9
TABLE 7	Ever visited the Library by Burnham grade of course	10
TABLE 8	Relationship between part-time students' length of stay in Library and uses made by them on their last visit	16
TABLE 9	Users' satisfaction with polytechnic library services	18
TABLE 10	Use of books in book use study by subject	34
TABLE 11	Use of books in book use study by edition	35
TABLE 12	Use of books in book use study by edition and user category	36
TABLE 13	Use of books in book use study by course of students	37
TABLE 14	Use of books in book use study by whether books were on reading lists	38

FIGURE 1	Scattergram of course response rate by proportion of respondents who had ever visited the Library	11
FIGURE 2	Length of time since last visit to polytechnic library	12
FIGURE 3	Length of last visit to polytechnic library	13
FIGURE 4	Use made of library on last visit	15
FIGURE 5	Diagrammatic representation of level of satisfaction with polytechnic library services	18
FIGURE 6	Comparison between reasons for non-use of polytechnic library by part-time students in accountancy/taxation and economics/banking	19
FIGURE 7	Use of other libraries by part-time students	22
FIGURE 8	Loans of books in use study (by user category)	34

ABBREVIATIONS USED

ACA Found.	Association of Certified Accountants Foundation Examination
ACA Prof.	Association of Certified Accountants Professional Examination
BEC	Business Education Council
BSI	Building Societies Institute
CIPFA	Chartered Institute of Public Finance and Accountancy
HNA	Higher National Award
HNC	Higher National Certificate
HND	Higher National Diploma
ICMA	Institute of Cost and Management Accountants
ICSA	Institute of Chartered Secretaries and Administators
IOB	Institute of Bankers
LLR	Library and Learning Resources
MDDS	Modular Degree and Diploma Scheme

A. BACKGROUND TO THE STUDY

A1. Introduction

.1 In January 1979, a questionnaire survey was carried out on the use of the Library by part-time students (Pritchard and Payne 1980).

.2 In the light of the findings of this study, the Library and Learning Resources (LLR) Policy and Budgetary Committee allocated £1,000 for the purchase of books required by part-time students in the Accountancy and Taxation Department. It also asked the Library to monitor the effects of this expenditure on library use.

.3 This afforded the opportunity of developing a research design which, not only examined any changes in library use as a result of purchasing the additional texts, but which would also permit fresh insights to be gained into the relationship between the nature of part-time courses and the use of books and libraries.

A2. Method

.1 There were three components to the study:

.1 a questionnaire survey, distributed to all part-time accountancy and taxation students and, as a control group, all part-timers in economics and banking. For comparative purposes, the questionnaire included some of the same questions as the questionnaire in the original survey.

.2 semi-structured interviews, aimed at obtaining a clearer understanding of the nature of part-time courses, the kinds of difficulties faced by part-time students in studying, and the views of students on the potential or actual place of libraries in their studies. From those students who responded on the questionnaire that they would be willing to be interviewed, a selection was made on the basis of student's department, mode of attendance (e.g. part-time day or evening only), and whether or not they used the Library.

.3 a book use study, which was mainly to determine whether it was full-time or part-time students who were primarily using the books purchased with the £1,000 allocated by the Policy and Budgetary Committee. Books purchased with this money, together with previously held copies of the same titles, were identified and users who borrowed them over a three week period were given a short questionnaire to complete. This asked for details of their course/department and mode of attendance (i.e. full-time or part-time).

A more detailed description of the conduct of each of the components of the study is given under the relevant section of this report.

.2 This study, unlike the previous one, has concentrated on two departments, both of which have high intakes of part-time students (i.e. accountancy/taxation and economics/banking). This narrowing of scope has enabled the study to focus on a clearly defined sub-group of part-time students at the Polytechnic (i.e. students studying business subjects and based at the Moorgate site of the Polytechnic) and examine more closely the relationship between individual courses and library use.

B. QUESTIONNAIRE SURVEY

B1. Introduction

.1 The questionnaire survey was conducted during the Spring Term of 1980.

.2 It was primarily designed to assess whether increased expenditure over the preceding year had influenced patterns of library use. The LLR Policy and Budgetary Committee had allocated an additional £1,000 for texts required by part-timers in accountancy and taxation in the light of the results of an earlier questionnaire survey carried out in January 1979 (Pritchard and Payne 1980).

.3 Questionnaires in the follow-up study were distributed to all part-time students studying accountancy and taxation and as a control group, all part-time students studying economics and banking.

B2. Questionnaire design

.1 In order that changing patterns of usage could be identified, it was considered desirable that, in addition to questions covering new lines of inquiry, some questions included in the initial survey should be replicated in the follow-up questionnaire. [1]

.2 However, the earlier study had revealed that several questions could benefit from re-wording if they were going to be incorporated in the new questionnaire. While any change in the wording of questions between the two surveys would clearly restrict the ability to make direct comparisons between responses, it was felt that the refinement of the wording of the questions needed to be given a higher priority. In any event, it is doubtful whether anything more than an indicative comparison could ever be made since the composition of the group of respondents will inevitably differ between years, leading to some change in the pattern of responses.

.3 Alterations to question wording were mainly directed towards eliminating questions which were either insufficiently specific or which were too hypothetical. So, instead of asking "Do you currently use the library at all?", as in the initial study, the follow-up questionnaire simply asked respondents whether they had ever visited the library.

---

(1) A copy of the follow-up questionnaire is reproduced as Appendix I

This circumvented difficulties associated with what constitutes "use" (Is waiting for a lecture in the Library using it?) and the ambiguities which may result from the inclusion of the word "currently" in the question (What is "current"? This week? Last week? Last Term? And what about the people who use the Library for short concentrated periods, in order to work on projects, for example, and then do not visit the Library for weeks?).

.4 The questionnaire differed in other ways to the one used in the earlier survey. Greater attention was paid to the layout in an attempt to make it more visually attractive and simpler to follow (e.g. by printing the questionnaire on a folded A3 sheet rather than 2 stapled A4 sheets and through the use of lines to divide up the questions). Furthermore respondents were not asked for background information about their courses (e.g. name of course, course code, building, time of class, day of class) since this information could be obtained from the class code inserted by the researchers prior to distibution. These measures were aimed at improving the response rate.

.6 The final question on the questionnaire identified respondents who were prepared to be interviewed about their courses and their use of libraries (see Section C).

B3. Distribution of questionnaires

.1 Questionnaires were handed out to students by their lecturers, mainly during the week beginning February 18th 1980. Student protest over the increase in fees for overseas students, however, meant that some classes were cancelled during this week. Lecturers who had classes cancelled or who forgot to give out the questionnaires were asked to distribute them at the following week's class.

.2 With the co-operation of the student registry at the Moorgate site, sufficient questionnaires were inserted in advance in each class register, together with an accompanying letter to the lecturer (reproduced as Appendix II).

B4. Response rate

.1 Calculation of response rates is difficult because students on the same courses attend different combinations of classes. In order to ensure that the questionnaire was distributed to each student, it was necessary to "flood" all part-time courses in the departments being studied. Consequently, although towards 4,500 questionnaires were printed and placed in class registers, many of these were subsequently returned unused because students had already completed the questionnaire when it had been given out at an earlier class.

.2 Nor is it possible, with any degree of confidence, to calculate an approximate response rate by comparing the number of completed questionnaires with the enrolment figures for courses. Allowance needs to be made for non-attendance, resulting either from students withdrawing from the course or just absence from the class on the day when the questionnaires were handed out.

.3 Therefore, account has been taken of the wastage and attendance rates in calculating an approximate response rate. The figures for each course are given in Appendices III and IV. The wastage rates, between enrolment [1] and week 4 of the Autumn Term, have been worked out on the basis of the 1980/81 figures as 1979/80 ones are not available. The attendance/wastage rates for the period between week 4 of the Autumn Term and the time of the survey (week 7 of the Spring Term) are based on the 1979/80 figures. Where classes did not meet in week 4 of the Autumn Term or week 7 of the Spring Term, the attendance at the next meeting of the class was used to calculate the attendance/wastage rates. Occasionally, the approximate attendance in week 7, which had been calculated, was clearly lower than could have been possible since the attendance at just one of the classes was greater than this figure. This discrepancy is likely to have been caused either through having to use the 1980/81 figures for calculating wastage between enrolment and week 4 of the Autumn Term or, more likely, from averaging out rates for courses from the classes which make up the course. If attendance at one of the classes holds up while the remainder sag, the attendance rate will not reflect the numbers of people actually attending the Polytechnic on a particular week when it is applied to the enrolment figure for the course as a whole. Therefore, where attendance at any class is greater than the figure obtained by computation for the whole course, the highest class total has been used to work out response rates.

.4 The determined attempt to increase the response rate from the 26% achieved in the 1979 survey (see Pritchard and Payne 1980) was only partially successful. According to the approximate rates which have been computed, the response rate for economics and banking students has risen from about 31% in the 1979 survey to approximately 48%. The response rate for accountancy students, however, has slipped back from 30% in the 1979 survey to approximately 28%. Overall, the response rate in this survey was in the order of 40%

.5 Some general explanations for the relatively low level of response can be put forward. First, some students may have had difficulty in returning the questionnaire as they are only on Polytechnic premises, once, or maybe twice, a week and then only for a short time. Respondents would either need to find the time to complete the questionnaire on the same day they received it and then hand it in or remember to bring it in completed on their next visit. Secondly, some lecturers may have failed to distribute the questionnaire. However, given the pattern of classes which make up courses, students who failed to receive the questionnaire in one class should have received it in another. It would need several lecturers to fail to hand out the questionnaires for the response rate for a course to be severely affected for this reason. Thirdly, low response may well be a reflection of a low level of usage of the Library by part-time students if, as seems likely, non-users or infrequent users tended not to complete the questionnaire because it seemed irrelevant to them. Further consideration of this hypothesis is given under Section B5.6

---

1 Enrolment figures for all courses except Banking relate to 1st November 1980, the date at which enrolment ceased. The figures for Banking relate to 30th November 1980 after publication of the examination results.

B5. Results of the questionnaire survey

.1 Ever visited the Library

.1 Less than half of the students, who returned the questionnaire, had ever visited the Polytechnic Library.

.2 However, there was a significant difference in responses between accountancy part-timers and the control group of part-timers in economics and banking. While almost 60% of accountancy students had visited it at some time, only 38% of economics and banking students had done so (see Table 1).[1]

TABLE 1

EVER VISITED THE LIBRARY BY DEPARTMENT

	1980 Survey			1979 Survey	
Ever visited the Library	Acc. N %	Ec. N %	Currently use the library	Acc. N %	Ec. N %
Yes	92 (60)	186 (38)	Yes	44 (44)	32 (31)
No	62 (40)	310 (62)	No	55 (56)	72 (69)
	154	496		99	104

Chi-square (corrected) = 22.8, d.f = 1, $p < 0.01$

Chi-square (corrected) = 4.0, d.f = 1, $p < 0.05$

.3 Although there were differences in the wording of the questions, there is some evidence to suggest that there has been a growth, in the number of part-time students on accountancy courses who use the Library, since the earlier survey carried out in 1979. The evidence for this increase lies in the differences between the two years for accountancy students compared to the control group.

.2 Ever visited the Library by course

.1 The differences between departments in the extent to which students had ever visited the Library should not be permitted to conceal, however, widely differing responses between students on different courses within the same department (see Tables 2 and 3)[2]. In the Accountancy Department the proportion of students who had never visited the Library ranged from 0% of those studying for the Associateship of Building Societies Institute to 77% of those studying for the Stock Exchange examination.

---

1 See Section B5.6.3 for an assessment of the effect of response rates on these results.

2 Extreme caution is needed in the interpretation of these results. See Section B5.6.3

B5.2.1

TABLE 2

EVER VISITED THE LIBRARY BY COURSE - ACCOUNTANCY DEPARTMENT

	Ever visited the Library			
	Yes		No	
	N	%	N	%
Part-time day/Part-time day/ evening				
507 ICMA Prof.	16	(57)	12	(43)
511 ACA Prof.	13	(72)	5	(28)
513 ICSA	11	(92)	1	(8)
614 Ass., BSI	4	(100)	0	(0)
Evening				
706 ICMA Found.	2	(29)	5	(71)
707 ICMA Prof.	15	(94)	1	(6)
710 ACA Found.	10	(63)	6	(38)
711 ACA Prof.	1	(100)	0	(0)
712 Cert. Dip. in Acc. & Fin.	2	(100)	0	(0)
713 ICSA	11	(50)	11	(50)
715 Stock Exchange	5	(23)	17	(77)
716 Ass., Inst. of Taxation	2	(33)	4	(67)
	92	(60)	62	(40)

Similarly, in the Economics and Banking Department, 91% of those studying for the Trustee Diploma Part II had never visited the Library compared to 0% of those studying for either the BEC HNA in Business Studies or the HNC in Business Studies.

.2 Some of the possible factors behind these differences (e.g. level of course, mode of attendance, Burnham grade of course) are considered in subsequent sections and, whilst some of these are shown to be statistically significant, it is probable that no one explanation is entirely satisfactory and that students' motivation to visit the Library depends not only upon characteristics of the courses themselves but upon a complex interaction between these characteristics and less tangible factors such as teaching methods and teachers' attitudes towards the Library.

TABLE 3

EVER VISITED THE LIBRARY BY COURSE - ECONOMICS DEPARTMENT

		Ever visited the Library			
		Yes		No	
		N	%	N	%
Part-time day					
513	Bankers' Conversion	10	(24)	31	(76)
515	IOB Banking Diploma	46	(48)	50	(52)
516	Trustee Diploma Part II	8	(38)	13	(62)
517	Trustee Diploma Stage 2	11	(79)	3	(21)
604	Postgraduate Dip. in Business Studies	3	(75)	1	(25)
Evening					
711	BEC HNA Conversion Course	15	(68)	7	(32)
712	BEC HNA Year 1) HNC Year 2)	10	(100)	0	(0)
713	Bankers' Conversion	6	(22)	21	(78)
715	IOB Banking Diplima	59	(30)	104	(70)
716	Trustee Diploma Part II	2	(9)	21	(91)
717	Trustee Diploma Stage 2	1	(100)	0	(0)
718	IOB Graduate Conversion Course	5	(42)	7	(58)
719	IOB Financial Studies Diploma	10	(39)	16	(61)
		186	(38)	310	(62)

.3 Ever visited the Library by level of course

.1 An analysis was carried out using the final part of the Polytechnic's course codes as an indication of the level or stage of a particular course (e.g. YA 511 1 is the code for ACA Professional Section 1 while YA 511 2 is the code for ACA Professional Section 2). The numerical suffix is only a crude indicator of the level of a course since, for example, Foundation Courses and Professional Courses of professional bodies are given entirely different course codes.

B5.3.2

.2 Nevertheless, one might suppose that, in general, students at later stages of study for a particular qualification are more likely to have visited the Library than those at earlier stages, if only for the reason that they have usually been students at the Polytechnic for a longer period.

TABLE 4

EVER VISITED THE LIBRARY BY LEVEL OF COURSE
- ACCOUNTANCY DEPARTMENT

Level	Ever visited the Library: Yes N	Yes %	No N	No %
1	25	(46)	29	(54)
2	35	(63)	21	(38)
3	24	(80)	6	(20)
4	2	(25)	6	(75)
	86	(58)	62	(42)

Chi-square = 13.0, d.f = 3, p = <0.01

.3 As Table 4 shows, this hypothesis is supported, at least in part, in relation to students on part-time courses in accountancy. The proportion of students who have visited the Library rises from 46% for courses at Level 1 to 80% for courses at Level 3. The figures for courses at Level 4, however, do not conform to this trend. Caution needs to be exercised here though because of the small number of respondents on courses at Level 4 and the limited number of courses with four levels or stages.

TABLE 5

EVER VISITED THE LIBRARY BY LEVEL OF COURSE
- ECONOMICS DEPARTMENT

Level	Ever visited the Library: Yes N	Yes %	No N	No %
1	84	(44)	109	(57)
2	38	(44)	49	(56)
3	25	(23)	85	(77)
	147	(38)	243	(62)

Chi-square = 14.6, d.f = 2, p = <0.01

.4 The pattern is not the same for students on part-time courses in economics and banking (see Table 5). There is no difference in response between students on courses at Level 1 and Level 2, while those on courses at Level 3 are less likely to have ever visited the Library than those on lower levels.

.4 Ever visited the Library by mode of attendance

.1 Part-time day students are more likely to have visited the Library before than evening students (see Table 6). The difference, however, is less marked for students on part-time economics and banking courses than those on part-time accountancy courses.

TABLE 6

EVER VISITED THE LIBRARY BY MODE OF ATTENDANCE

	Ever visited the Library							
	Accountancy				Economics			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Day	43	(71)	18	(30)	75	(44)	97	(56)
Day/Evening	-	-	-	-	3	(75)	1	(25)
Evening	49	(53)	44	(47)	108	(34)	212	(66)
	92	(60)	62	(40)	186	(38)	310	(63)

Chi-square (corrected) (Accountancy) = 4.8, d.f = 1, p = <0.05
Chi-squre (Economics) = 7.1, d.f = 2, p = <0.05

.2 Greater use of the Library by part-time day students comes as no real surprise. Evening students simply have less opportunity to visit the Library. Most attend classes immediately after work and would not have the chance to visit the Library before the start of the class especially if they wanted to eat something beforehand. For many, the Library will then be closed when their classes finish at nine o'clock even if they felt disposed, after a day's work and evening classes, to visit it.

.5 Ever visited the Library by Burnham grade of course

.1 The extent to which part-time students had ever visited the Library was found to be related to the Burnham grade of the course on which the students were studying (see Table 7).

TABLE 7

EVER VISITED THE LIBRARY BY BURNHAM GRADE OF COURSE

	Ever visited the Library							
	Accountancy				Economics			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Burnham I	40	(70)	17	(30)	3	(75)	1	(25)
Burnham III	49	(59)	34	(41)	167	(39)	257	(61)
Burnham IV	3	(21)	11	(79)	-		-	
Burnham III/IV	-		-		16	(24)	52	(77)
	92	(60)	62	(40)	186	(38)	310	(61)

Chi-square (Accountancy) = 11.1, d.f = 2, $p = <0.01$
Chi-square (Economics) = 8.7, d.f. = 2, $p = <0.05$

.2 This is a similar finding to the one made in the 1979 survey on part-time students. This time, however, only three Burnham grades were represented for each department and some cell sizes in Table 7 are too small for the chi-square tests to be relied upon. Nevertheless, it was found that, the higher the Burnham grade of their courses, the more likely it was that students had visited the Library before.

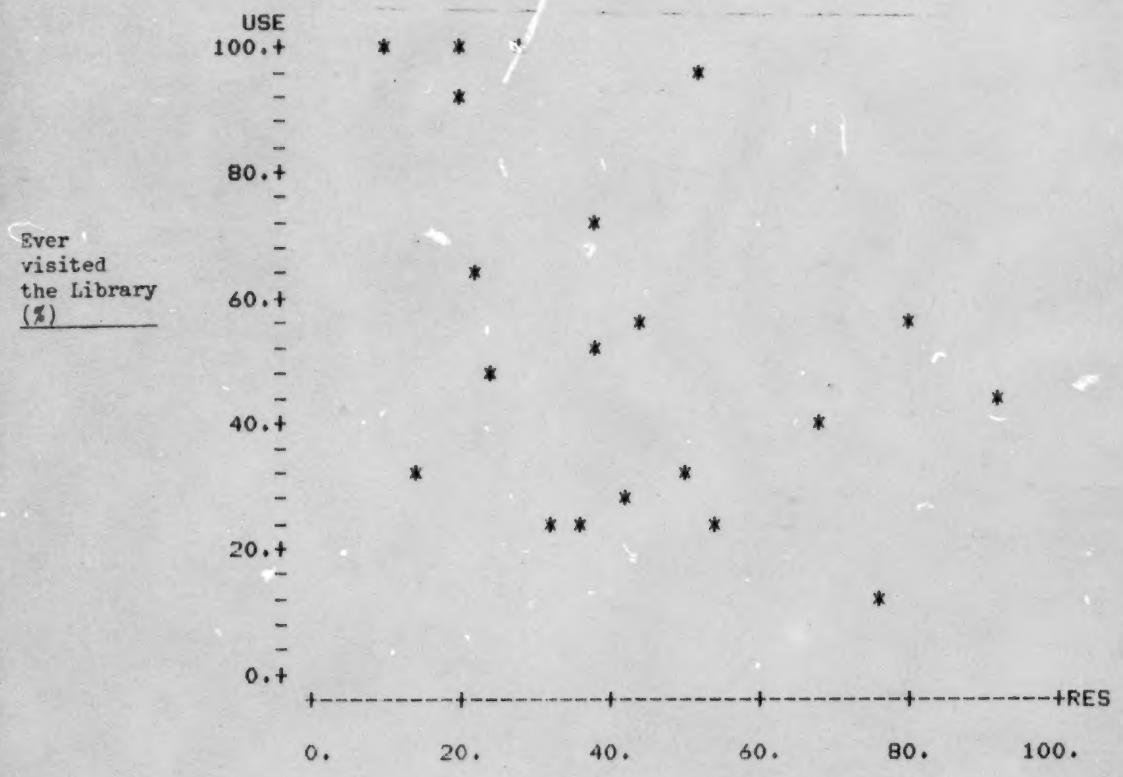
.6 Ever visited the Library and questionnaire response rate

.1 It was noted in Section B4, that the response rate for the questionnaire survey differed markedly between departments and between courses. Prior to that, several reasons were suggested for the overall low level of response: failure to hand out questionnaires by lecturers, lack of opportunity for part-time students to complete and return the questionnaires, and low response reflecting low usage of the Library. It was decided to examine, in more depth, the last of these possibilities. The supposition was that non-users were less likely to complete the questionnaire than users because it would appear less relevant to them. Hence, users of the Library would be over-represented amongst respondents and non-users would be under-represented. Low response rates would be associated therefore, with what would appear to be high levels of usage but, in fact because only users were tending to respond, reflected the exact opposite in terms of the course as a whole (i.e. low levels of usage). Response rates for each course (see Appendices III and IV) were plotted against the proportion of students on a course who had ever visited the Library (see Tables 3 and 4). It was expected that there would be a strong negative correlation, i.e. that as response rate increased, the proportion of those who had ever visited the Library would fall. In other words, as response rate increased the extent of error (caused by the over-representation of non-users or infrequent users amongst non-respondents), would be reduced.

.2 Figure 1 shows that there is at best only a weak negative correlation. The relationship between response rate and the proportion of users is by no means conclusive. The correlation co-efficient between the two was -0.424 (not significant even at the 5% level).

FIGURE 1

SCATTERGRAM OF COURSE RESPONSE RATE BY PROPORTION OF RESPONDENTS WHO HAD EVER VISITED THE LIBRARY



Courses

Accountancy and Taxation	Response Rate	Ever Visited Library
ICMA Prof. (Day)	44%	57%
ACA Prof. (Day)	38%	72%
ICSA Prof. (Day)	20%	92%
BSI (Day/Evening)	27%	100%
ICMA Found. (Evening)	41%	29%
ICMA Prof. (Evening)	52%	94%
ACA Found. (Evening)	22%	63%
ACA Prof. (Evening)	20%	100%
Cert. Dip. in Acc. and Fin. (Evening)	10%	100%
ICSA (Evening)	37%	50%
Stock Exchange (Evening)	31%	23%
Institute of Taxation (Evening)	13%	33%

Economics and Banking	Response Rate	Ever Visited Library
IOB Banking Diploma (Day)	24%	48%
Bankers Conversion (Day)	53%	24%
Trustee Diploma (Day)	80%	54%
IOB Banking Diploma (Evening)	50%	30%
Bankers Conversion (Evening)	36%	22%
Trustee Diploma (Evening)	75%	13%
IOB Fin. Studies (Diploma (Evening)	67%	39%
IOB Grad. Conversion Course (Evening)	92%	42%

.3 However, with some courses, there has only been responses from users. It is extremely doubtful that these responses reflect the level of use of that section of the population as a whole. Extreme caution therefore needs to be exercised in interpretating the results of Tables 2 and 3. If there is a very low or low response from a particular course, it is quite likely that library users are heavily over-represented amongst the respondents. More generally, we might expect a slightly higher proportion of non-users amongst those who did not respond than amongst those who did. This could well be a factor in the apparent differing levels of usage by accountancy students compared to economics and banking students.

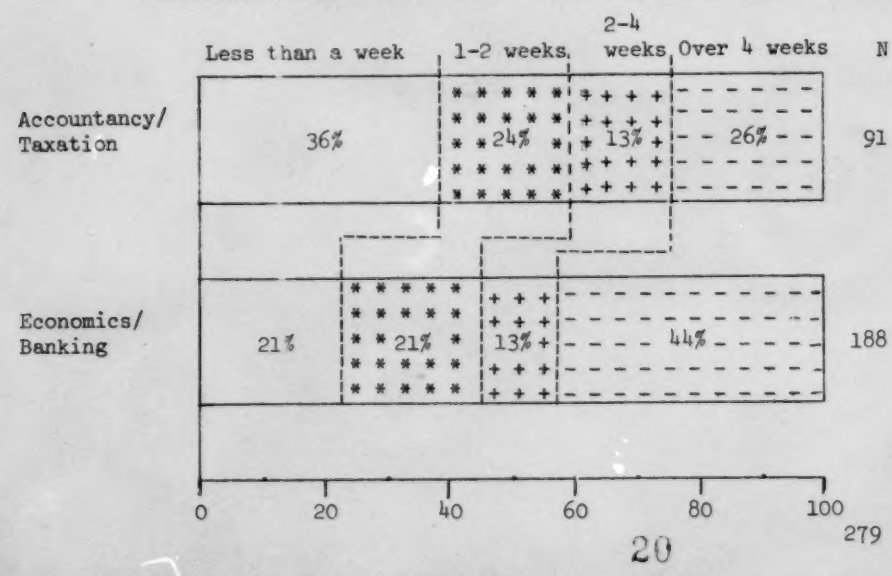
.4 But the relationship between use and response varies considerably between courses. This would indicate that other factors have influenced response rates differentially between courses. For example, very high response rate may result from students being permitted to complete the questionnaire in class and being encouraged to hand it in. More generally, evening students may face greater difficulty in handing in completed questionnaires than day-time ones.

.7 Last visit to the Library

.1 Accountancy part-timers visited the Library much more frequently than those in economics and banking. As Figure 2 shows, 36% of accountancy students, who had visited the Library before, had visited it in the last week compared with with 21% of economics students. Conversely, 44% of economics students had last visited it over four weeks ago compared with 28% of accountancy students. On a chi-square test, differences between departments were found to be significant at the $p = <0.05$ level ($X^2 = 10.5$, d.f = 3).

FIGURE 2

LENGTH OF TIME SINCE LAST VISIT TO POLYTECHNIC LIBRARY

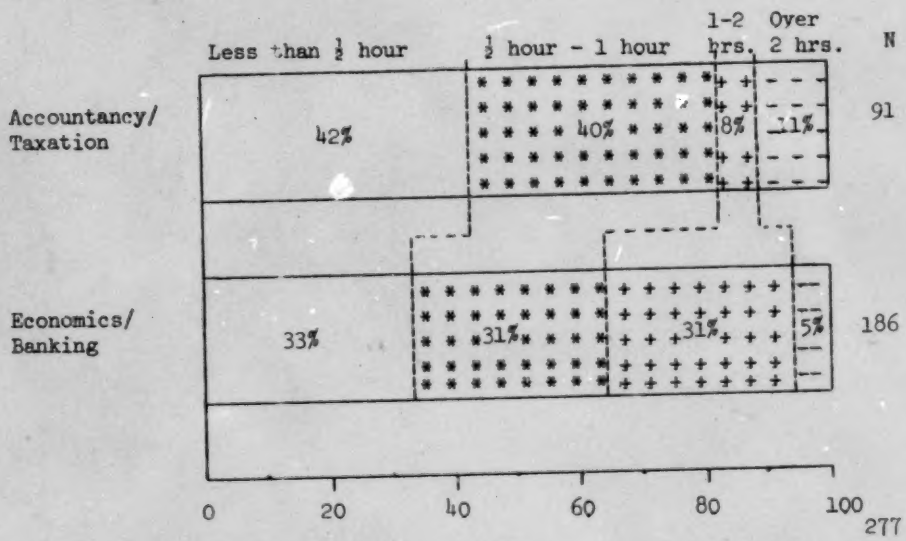


.8 Length of last visit to the Library

.1 The length of visits to the Library by part-timers tended to be short. Over two-thirds of respondents who had ever visited the Library, stayed for less than an hour on their last visit and over a third stayed for less than half an hour (see Figure 3).

FIGURE 3

LENGTH OF LAST VISIT TO POLYTECHNIC LIBRARY



.2 However, there were very significant differences in patterns of use by part-timers in accountancy and those in economics ($X = 21.0$, d.f = 4, $p = <0.01$). Over 80% of accountancy students had stayed in the Library for less than an hour on their last visit compared to 64% of economics and banking students. Nevertheless, very prolonged use (i.e. staying for over two hours) was indicated more often by accountancy students than those in economics and banking (11% compared to 5%). Part-time students in economics and banking were as likely to stay from one to two hours as stay from half to one hour but, even so, towards a third stayed for less than half an hour.

.3 The responses from this and the previous question suggest frequent short uses by accountancy part-timers and longer, less frequent, uses by economics and banking students.

.9 Extent to which the length of the last visit was exceptional

.1 Respondents to the questions on the length of their last visit were asked in the next question whether the length of time spent in the Library on that occasion was in any way exceptional. Eighty per cent of accountancy part-timers and 76% of economics and banking part-timers affirmed that the length of their last visit was not exceptional.

.2 The accountancy students, who indicated that it was exceptional, were fairly evenly divided between those pointing out that it was much longer than usual (25%), those pointing out that it was slightly longer (30%), and those pointing out that it was much shorter (30%). On the other hand, towards half of the economics students (47%) responded that it was much longer than usual, although 20% indicated that it was slightly longer and 18% much shorter than usual.

.10 Use made of the Library on last visit

.1 A high level of 'in-house' use of the Library by part-time students was revealed. Use of the Library for studying was the most frequently indicated use. 52% of accountancy and taxation students and 60% of economics and banking students used the Library for this purpose on their last visit (see Figure 4).

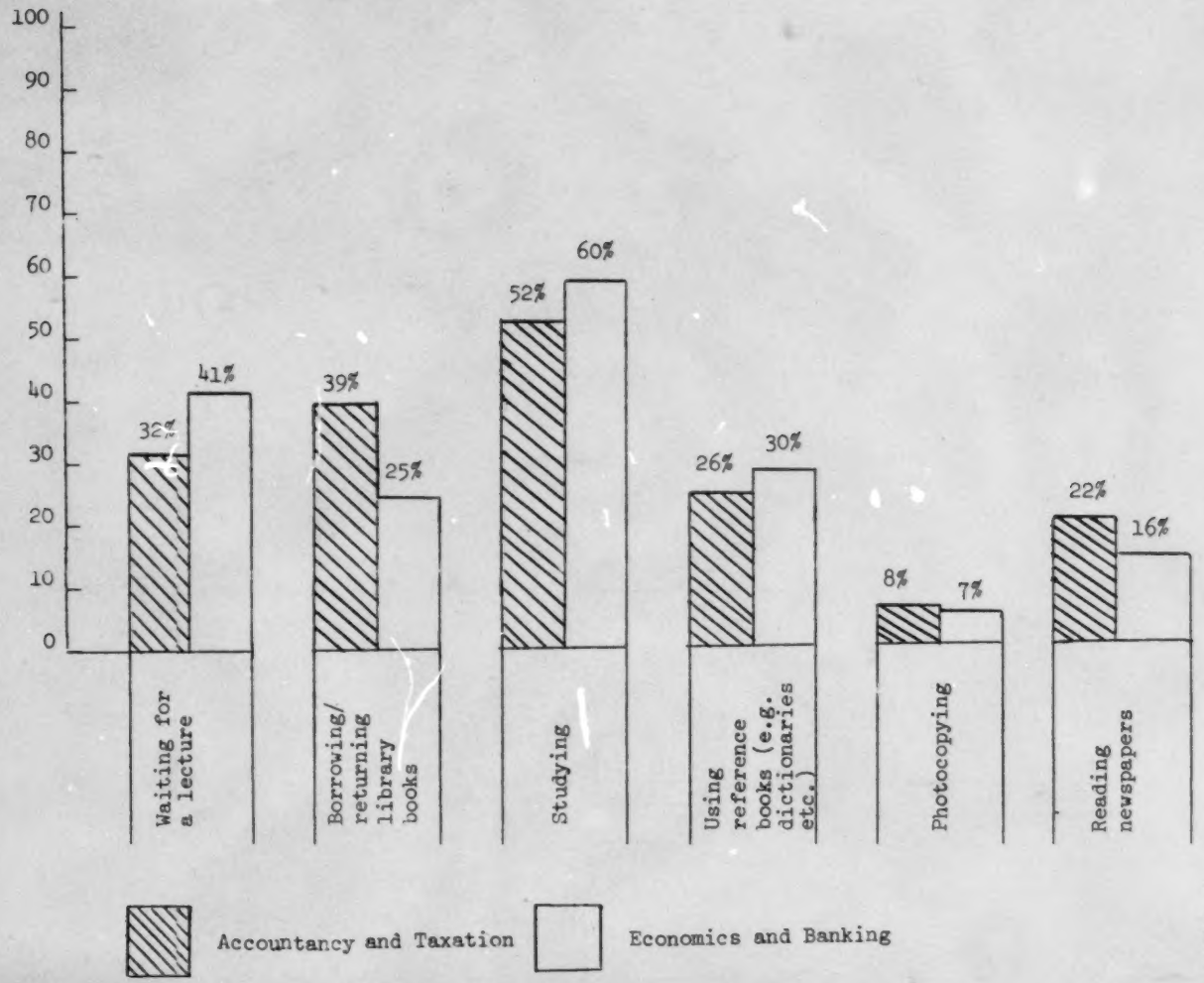
.2 Conversely, there was a comparatively low level of borrowing and returning of library books (39% of accountancy and taxation students and 25% of economics and banking students). Indeed, waiting for a lecture and using reference books were more common uses of the Library for economics and banking students than borrowing books from the Library.

.3 These findings are somewhat surprising, particularly in the light of the general shortness of the length of part-timers' visits to the Library (see Section 2.5.7). Nevertheless, the high level of studying in the Library was mirrored in the previous study (Pritchard and Payne 1980) which revealed that over 60% of part-time students used the Library for studying with library books. The general level of borrowing, however, is much lower in this study than in the earlier one.

.4 Closer examination of the findings indicates some interesting differences between the uses made of the Library by part-timers in accountancy and taxation compared to those in economics and banking. The results from previous questions suggested frequent short uses by accountancy part-timers and longer, less frequent, uses by economics and banking part-timers. The results from this question show a higher level of studying and a lower level of borrowing by economics and banking students than by accountancy and taxation students.

FIGURE 4

USE MADE OF LIBRARY ON LAST VISIT



N = 276
(Accountancy = 91
Economics and
Banking = 185)

TABLE 8

RELATIONSHIP BETWEEN PART-TIME STUDENTS' LENGTH OF STAY IN LIBRARY AND USES MADE BY THEM ON THEIR LAST VISIT

Length of stay	Uses made of the Library: Waiting for a lecture				Borrow/return material				Studying				Uses of ref. material				Photocopying				Reading newspapers			
	Acc		Ec.		Acc.		Ec.		Acc		Ec.		Acc		Ec.		Acc		Ec.		Acc		Ec.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than ½ hour	12	(41)	21	(28)	19	(56)	19	(41)	6	(13)	16	(14)	6	(25)	12	(22)	5	(71)	6	(50)	7	(35)	8	(28)
½ hour - 1 hour	13	(45)	27	(36)	10	(29)	11	(24)	25	(53)	36	(32)	13	(54)	16	(30)	2	(29)	4	(33)	9	(45)	12	(41)
1 - 2 hours	1	(10)	24	(32)	0	(0)	13	(28)	7	(15)	51	(46)	1	(4)	21	(39)	0	(0)	1	(8)	2	(10)	9	(31)
Over 2 hours	3	(3)[1]	4	(5)	5	(15)[1]	3	(7)	9	(19)	8	(7)	4	(17)[1]	5	(9)	0	(0)	1	(8)	2	(10)	0	(0)
	29		76		36		44		47		111		24		54		7		12		20		29	
	$X^2 = 9.5$, d.f = 3, $p = <0.05$				$X^2 = 12.0$, d.f = 3, $p = <0.01$				$X^2 = 16.9$, d.f = 3, $p = <0.01$				$X^2 = 10.5$, d.f = 3, $p = <0.05$											

1 Caution needs to be exercised in the interpretation of the result of the chi-square test. The expected value of this cell falls below 5.

.5 There is no clear relationships between the type of activity and length of visit (see Table 8). It is true that waiting for a lecture and borrowing or returning material are predominantly activities of short stay users, particularly short stay users in accountancy, but there is a sizeable minority (over a third in each case) of economics and banking students who spend over an hour in the Library and use it for waiting for a lecture or borrowing/returning material (or both of these activities). The lack of a clear relationship between the type of activity and length of visit probably arises from a lack of a mutual exclusiveness of the activities of users on their last visit (e.g. those who borrow/return library material may also use the Library for studying).

.6 Studying and, to a lesser extent, using reference material are mainly activities of longer stay users, especially of those in economics and banking. Nevertheless, although studying and using reference material are associated with longer stays, the length of even these visits is as likely to be less than one hour as more than one hour (except in the case of studying by economics and banking part-timers where it is marginally more likely to be over one hour).

.7 This reflects the general shortness of the length of stay of all part-time students, irrespective of both the department to which the student belongs and the activities which they engage in whilst in the Library. Visits of over two hours are not common even amongst those who use the Library for studying.

.11 Level of satisfaction with library services

.1 The vast majority of part-time students, who had visited the Library, were satisfied with the services offered. Only 7% of them were either moderately dissatisfied or very dissatisfied (see Table 9).

.2 These responses, however, only have meaning in the context of some knowledge of prior expectations. Furthermore, there is a tendency with this type of question for responses to be concentrated towards the middle of the scale, leading to what has been termed "the error of central tendency" (see Moser and Kalton 1971).

.3 There was no significant difference between responses from part-timers in accountancy compared to those in economics and banking.

.12 Non-use of Polytechnic Library

.1 Lack of time was the most frequently given reason for non-use of the Library by part-time students (56% of all non-users). More accountancy part-timers than economics and banking part-timers indicated this as a reason for not using the Library (see Figure 5).

TABLE 9

USERS' SATISFACTION WITH POLYTECHNIC LIBRARY SERVICES

Level of satisfaction	Accountancy N	Accountancy %	Economics N	Economics %
Very satisfied	25	(27)	32	(17)
Moderately satisfied	19	(21)	39	(21)
Satisfied	39	(42)	93	(51)
Moderately dissatisfied	7	(8)	8	(4)
Very dissatisfied	1	(1)	4	(2)
Not specified	1	(1)	9	(5)
	92		184	

Chi-square = 7.5, d.f = 5, p =< 0.1

FIGURE 5

DIAGRAMMATIC REPRESENTATION OF LEVEL OF SATISFACTION WITH POLYTECHNIC LIBRARY SERVICES

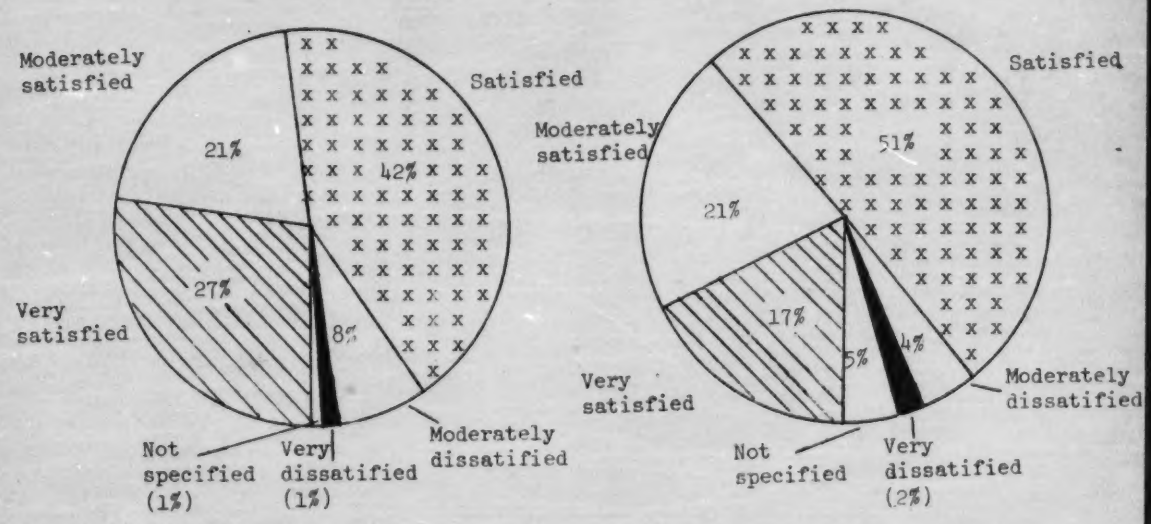
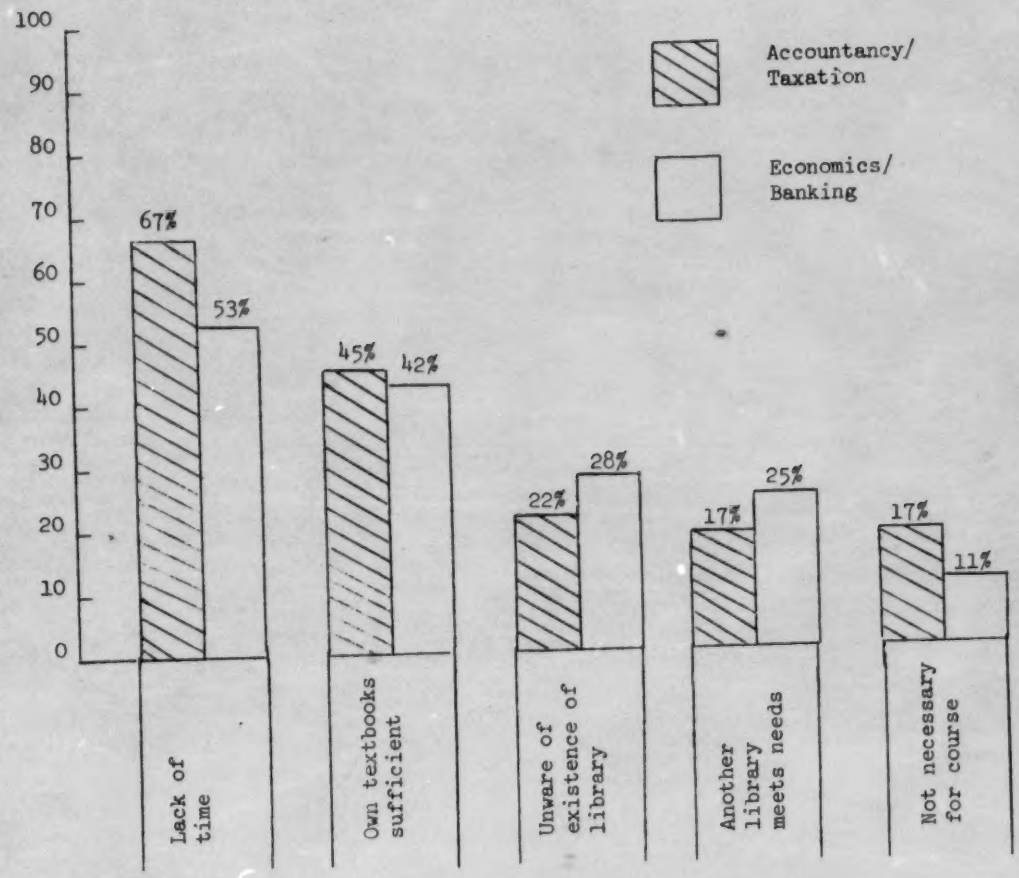


FIGURE 6

COMPARISON BETWEEN REASONS FOR NON-USE OF POLYTECHNIC LIBRARY BY PART-TIME STUDENTS IN ACCOUNTANCY/TAXATION AND ECONOMICS/BANKING



N

Accountancy and Taxation = 62

Economics and Banking = 310

The difference between departments, however, is not as great as that found in the 1979 survey. There has been a fall of eleven per cent in the proportion of accountancy non-users, giving this as a reason, and an increase of eight per cent in the proportion of economics and banking non-users.

.2 The adequacy of one's own text books was indicated as a reason for non-use by 43% of respondents who had never visisted the Library. This was lower for students from both departments than in the 1979 survey, indicating, possibly, that students are exercising greater selectivity in the choice of books which they purchase for their courses.

.3 Awareness of the existence of the Library seems to show a sharp fall since the 1979 survey for students of both departments. Unawareness of the existence of the Library or of its availability to part-timers became the third most frequently indicated reason for non-use. Twenty-seven per cent of non-users gave it as a reason compared to 4% in the previous survey. Undoubtedly, part of this increase will be accounted for by the change in the wording of the question between the two surveys with the inclusion of unawareness of the existence of the Library as one of the alternatives specifically listed from which respondents could choose. The absence of this alternative in the 1979 survey (although it was possible to list it under "Other reasons for non-use") might well have given this reason lower prominence in the findings than it deserved. In any event, the level of unwareness of the existence of the Library revealed in this study is high and strongly suggests the need for improved publicity, geared towards part-time students. As there were changes in the wording of the question, it is not absolutely clear, however, whether there really has been a very substantial rise in the proportion of non-users citing this as a reason for non-use.

.4 There was little difference, from the results of the 1979 survey, in the proportion of part-time students indicating that another library met their needs as the reason for non-use (approximately 24% of all non-uses). A higher proportion of economics and banking students (25%) than accountancy and taxation students (17%) gave it.

.5 On the other hand, more accountancy students than economics and banking students (17% compared to 11%) indicated that use of the Library was not necessary for the course. Again, this was not one of the alternatives in the 1979 survey from which non-users could select their reason(s) for non-use and therefore the rise from 0% in this survey probably does not have a great deal of meaning.

.13 Use of other libraries

.1 Respondents, irrespective of whether they had ever visited the Polytechnic Library, were asked about their use of other libraries for course work.

.2 Slightly fewer of them overall indicated that they used public libraries than had indicated use of the Polytechnic Library. Towards a quarter indicated use of the library of a professional society or institute and a similar proportion indicated use of libraries at work.

.3 Use of public libraries has fallen dramatically amongst accountancy and taxation students since the 1979 survey (down from 60% to 43%) but there has been a rise in usage by economics and banking students (up from 33% to 39%).[1]

.4 It is not immediately clear why there should be a sharp fall in usage by accountancy students while, at the same time, there has been an increase in usage amongst economics and banking part-timers. Possible explanations are (i) increased dependence by accountancy students upon the Polytechnic Library and upon libraries at work or (ii) expenditure cuts affecting more severely public libraries' capacity to provide materials needed by accountancy students than those needed by economics and banking students.

.5 Use of the libraries of professional societies and institutes has risen amongst economics and banking students since the 1979 survey (up 9% to 30%). The importance to banking students of the Institute of Bankers' Library is undoubtedly a factor in the very high level of usage of this type of library (see Section C2.4.6). The rise in the level of usage since 1979 would suggest improved provision by the IOB Library, a decline in the provision of other libraries (especially libraries at work), or increased awareness of the availability of this library. On the other hand, there has been a very sharp fall in the usage of this type of library by accountancy part-timers (down from 17% to 6%), suggesting, possibly, less adequate provision by this type of library for them, improved provision by other libraries (especially public libraries and the Polytechnic Library) or a lowering of the level of awareness of the availability of this type of library.

.14 Comments on polytechnic library services

.1 Two open-ended questions were incorporated into the questionnaire. The first of these asked users in what ways they felt library services to part-timers could be improved. The second, placed towards the end of the questionnaire, was in the form of asking for further comments on the Library and its services. As many of the responses from these two questions overlapped, they are grouped together in Appendix V. For convenience, they have also been arranged by content under two broad headings: (i) criticisms and suggested improvements and (ii) reasons for non-use.

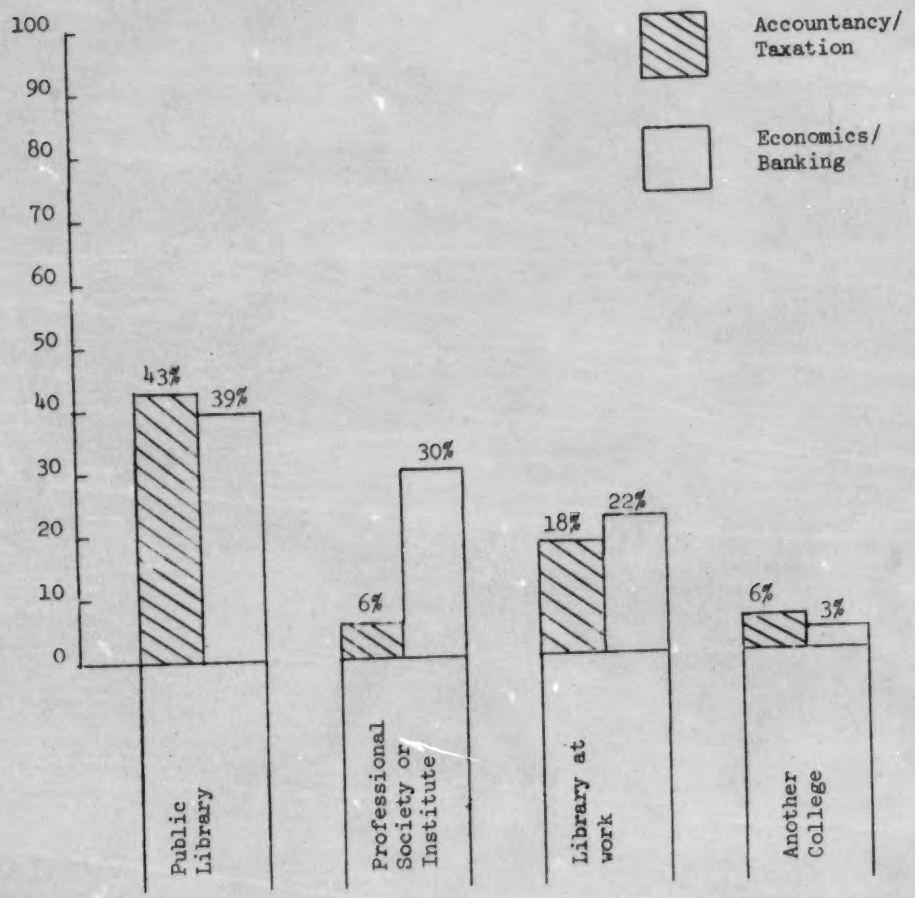
.2 The failure to adequately publicise the availability of the Library was mentioned frequently in the comments. Some felt that an information sheet (with details such as opening hours and location) would be useful. Most, however, were not precise about the type of publicity needed.

---

1 See Figure 7

FIGURE 7

USE OF OTHER LIBRARIES BY PART-TIME STUDENTS



N

Accountancy and Taxation = 196

Economcis and Banking = 154

.3 Twelve users felt that extending the hours of opening was desirable but there was not a consensus on how this should be done. Weekend opening was supported by half of those in favour of extended opening hours. Others wanted later closing in the evening, earlier opening in the morning, or an extension of vacation opening hours.

.4 Inadequate availability of texts needed by part-timers was mentioned by respondents drawn from a wide cross-section of courses. Some just indicated the need for more more copies of recommended texts but most also stressed the need for more lending as opposed to reference copies. As one student put it:

> *"The books most important to me are all on a non-lending basis. A part-time student doesn't always have time to read the material they wish in library hours. Some books (duplicates) could be kept for take home use."*
>
> Trustee Diploma (Day)

A user on the BEC HNA Business Studies course, however, desired "more course books for reference only" but she/he was very much the exception.

.5 Other specific comments concerning availability of recommended texts pointed to the need for more reshelving of books left on desks ("Sometimes they stay on desks for hours.") and the difficulties of using the Short Loan Collection ("... practically impossible or very inconvenient for part-time students to utilise.")

.6 Some gaps or suggested improvements in coverage were mentioned by respondents. Three students suggested that more stock on marketing of financial services would be useful. Other individuals felt that there was scope for improvement in the geography, shipping, taxation and law stock. Reflecting possibly, the nature of many of the professional courses, several respondents argued the need for past examination questions and model answers.

.7 Exploitation of the stock by part-time students might be facilitated through improved guiding and/or the provision of library instruction. Students pointed out that they experienced difficulty in finding the relevant section of the Library. These difficulties are particularly acute for part-time students because in general they are likely to visit the Library less frequently than full-timers and therefore have less opportunity to become acquainted with the layout. As one student put it:

> *"As there is no form of introduction to the college and its facilities, it's harder to find out how to use the Library etc. I found it especially difficult to know where the subject sections were and took me a while to find the catalogues."*
>
> ACA Professional (Day)

Some students also found the microfiche catalogues difficult to use.

.8 While several part-timers felt that loan periods were too short (e.g. "part-time students generally require a longer loan period", "allow a longer time for borrowing books"), one student on the Graduate Conversion Course for Banking felt that loan periods were too long and did not leave enough time for others to use the books.

.9 The difficulties found by part-time students in returning borrowed items by the due date led to some criticism of the level of fines imposed on overdue items:

> *"A part-time student does not visit the Library terribly often and fines are expensive when it can be a week between visits and difficult to return at times."*
>
> Stock Exchange (Evening)

A suggestion put forward by one student on the ICSA course was that the Library should not fine "a weeks fine when a book is returned one week late on the basis that part-time students can generally only get in once a week i.e. 1 week late = 1 day fine." The infrequent visits by part-timers to the Library, and indeed the college, also means that they have difficulty in collecting books reserved for them by the due date.

.10 Given the finding that over half of the part-timers in accountancy/taxation and economics/banking used the Library for studying on their last visit (see Section 5.10.1), it was perhaps not surprising that the study facilities at Moorgate Library received a great deal of comment. Students were particularly concerned about the inadequate number of study places:

> *"There is insufficient space for studying if one is only there for 1-2 hours in (a) day - tables are always occupied by others - I realise this is difficult to overcome, but it does tend to put one off using the Library."*
>
> Banking Diploma (Evening)
>
> *"There is unfortunately often, especially during the day hours, not enough room to work in the Library, i.e. all desks being used."*
>
> Banking Diploma (Day)

.11 It seems clear from other students' comments that the space problems are not solely the product of insufficent study places. Desks, which are not in use, are taken up with the belongings of students who have gone to lectures or to eat. As a student on the Trustee Diploma Course commented:

> *"I find the main problem is of seating. Usually I use the Library at lunchtime when the desks are all occupied if not by students using them then by the students leaving their books there thus claiming the seat on their return."*

.12 Clearly, if part-time students, with the limited amount of time which they have available to them to use the Library, are to get a fair opportunity to find study spaces, stricter adherence to library regulations concerning the occupation of study places is required. However, the need to 'reserve' study places with one's belongings may well be a product of insufficient seating. If users were assured of finding a seat, near the book stock which they wish to consult, they may not feel the need to leave their belongings on desks when they go out of the Library.

.13 The level of noise in the Library was commented upon. As part-time students' visits to the Library are short (see Section B5.8.1), and infrequent (see Section B5.7.1), interference from other students whilst studying means that the little time available to them can not be used as productively as they desire. One user put it this way:

> *"Full-time students should be silenced since they disturb part-time students who only have a very limited time for intensive, concentrated study."*
>
> ICSA (Day)

Once again, stricter adherence to library regulations is needed.

.14 Other barriers to study mentioned by individual respondents included people eating in the Library, door slamming by Library Staff and the coldness of the Library.

.15 Some of the non-users of the Library commented on their reasons for non-use. Prominent amongst these was the enormous pressures on the time of part-time students. One student on the daytime ACA Professional Course put it this way:

> *"I think that it is important to realise that part-time students who attend all lectures have little or no time to visit the Library. I have been at college for three years now, and have not had any time in the last two years to visit the Library with family and work commitments, there is no time available outside course hours."*

Presumably the difficulties for evening only part-time students are even greater than for their day-time counterparts. These students are at work all day and would have little time to visit the Library on those evenings they attend classes at the college (see Section B5.4.2)

.16 Unawareness of the existence of the Library or its availability to part-timers also featured heavily in the comments of non-users. The following were typical:

"Absolutely no information given to the existence and operation of the Polytechnic Library."

Bankers' Conversion (Day)

"Where is the Library? I have not noticed any signpost. There was no mention of library facitities in the joining details for the course."

ACA Foundation (Evening)

"I knew you have a library but was not aware that it was available for part-time students."

Financial Studies Diploma (Evening)

A complete unawareness of the existence of the Library may seem odd, particularly as the course brochures, sent to all prospective part-time students, do mention the Library. However, it is worth pointing out that some part-timers only attend classes in Finsbury Circus which is a five minute walk away from the Moorgate site where the Library is located. Even those who attend classes at Moorgate could conceivably reach their classrooms without going past the entrance to the Library which is on the third floor of the building. Clearly, these physical constraints of the location of the building need to be counteracted by a forceful publicity campaign if ignorance is to be removed as a barrier to library use by part-time students.

.17 The attitudes of lecturers towards the Library, however, will probably be crucial to the success of any publicity campaign to promote awareness of library services and their use. Indeed, it could be argued that the high level of unawareness of the existence of the Library amongst non-users (observed under Section B5.12.3) represents not only a failure on the part of the Library to adequately publicise its services but also an indictment of a higher education teaching system in which library use is so irrelevant that lecturers do not consider it important to make their students aware of the library facilities available in the Polytechnic. Several respondents were very critical of the attitude of lecturers towards the Library. The view of one student was:

"Improved communication between library and teaching staff required. If this survey proves that part-time students do use/wish to use the Library, the idea amongst academic staff that the Library is not relevant to part-time students should be dispelled."

ICSA (Day)

Another stated:

"Lecturers should liaise with the librarians more. I have found that lecturers have recommended books not available in the Library or had assumed they were, whereas in fact they had not even been catalogued, or alternatively when challenged about whether or not they could confirm that they were available, were not able to say how many were in regular stock either available for borrowing or for reference purposes only.

This uncertainty generates lack of confidence which I feel is unwarranted. To counteract this, I would suggest that once the size of the class is established say around the end of October the lecturer should take his students on a visit to the Library and dwell for a while in the section relevant to that particular class."

ACA Foundation (Evening)

.18 Apart from the attitudes of lecturers and unawareness of the existence of the Library, non-users commented upon other reasons for not using the Library. These included dependence on one's textbooks and use of other libraries. One part-timer noted that they received a subsidy from their employer for the purchase of textbooks while another stated that their employer provided the books on long loan. Use of the Institute of Bankers Library was mentioned by several respondents.

C. INTERVIEWS

C1. Method

.1 The final question on the questionnaire, described in Section B, asked respondents whether they were prepared to be interviewed in more detail about their views on the potential and actual place of libraries in their studies. An interview guide was drawn up (see Appendix V) in consultation with other members of the Library staff.

.2 There turned out to be no shortage of both users and non-users indicating their willingness to be interviewed. A selection was made on the basis of student's department, mode of attendance, and whether or not they used the Library.

.3 Sadly, however, the actual arranging of the interviews turned out to be difficult. Priority during the Spring Term of 1980 had been given to obtaining some preliminary results from the questionnaire survey and, when attention was turned to the interviews, many of the Banking students, had already completed their courses and were no longer attending the Polytechnic. This immediately created difficulties in arranging a suitable time and place for the interviews because it had been hoped to fit them in either before or after the students' classes

.4 It was not much easier to arrange interviews with part-timers who were still studying at the Polytechnic as the amount of time available to them is very limited. It meant that it was often necessary to slot in interviews with evening students between them finishing work at 5.00 p.m. and starting classes at 6.00 p.m. and fitting day students in at lunch time. It was not terribly surprising, therefore, that some of the people, who had indicated their willingness to be interviewed, subsequently withdrew when they were contacted and others simply failed to turn up when arrangements had been made for the interview.

C1.5

.5 The room facilities for conducting the interviews were less than ideal. One of the small study rooms in Moorgate Library was used during the day and the Site Librarian's office in the evening. Clearly, being situated in the Library, was not only a practical barrier to those unfamiliar with the layout but also a psychological one for those who had never visited the Library before. The study room turned out to be noisy, resulting in the tape recordings of the interviews being scarcely audible at times. Fortunately, notes were taken throughout the interviews as well. In addition, other people were liable to wander into the study room during the interviews despite the fact that a notice had been pinned to the door.

.6 In the event, a total of ten interviews were conducted. This was approximately half the number originally intended. Although the evidence from these interviews would be of limited use on its own, in the context of this larger study, it serves to enrich the understanding gained from the questionnaire survey and to offer possible explanations for patterns of results.

C2. Interviewee's comments

.1 Courses and teaching methods

.1 Most classes seemed to take the form of lectures by the teacher. Student participation was usually restricted to some discussion within lectures. Discussion groups, tutorials and seminars were unusual.

.2 One student on the Stock Exchange examination course suggested that classes tended not to be lectures per se but, rather 'a question and answer posed question with a specific subject covered each week' in which the lecturer "natters away and people ask him questions." Similarly, a student on the ICSA course pointed out that one of his classes, Law and Procedure of Meetings, took the form of discussion as much as lecture.

.2 Course work

.1 The amount of course work which was set by the lecturers varied considerably. Some did not set any at all. Past examination questions and essays were the most frequently mentioned types of assignments.

.2 Interviewees described the amount and type of work which they were expected to do on their own for their courses as follows:

.1 BEC HNC Business Studies: 2 essays for each subject per term (four subjects) plus one "cross-modular" (combination of two subjects) plus questions in statistics and accounts.

.2 IOB Banking Diploma Part II (Section 1): 3 hours per week or more; "we are expected to do a lot of reading and we should do at least an essay a week."

.3 IOB Banking Diploma Part II (Section 2): (a) No homework set in accountancy and taxation; essays and past examination questions set every other week in Practice of Banking. (b) Past examinations questions set; 7 - 8 hours reading per week, but towards the examinations, 2 hours or so per evening.

.4 Postgraduate Diploma in Business Studies: Expected to do something over 12 hours per week. Not many assignments set; some essays, but these tend not to be done, plus some exercises.

.5 Associateship, Building Societies Institute: BSI handbook recommends about 100 - 105 hours per subject but ... "there's no real directions from the lecturer ... it's up to you ... we're the ones who have the responsibility to ourselves really ... if we want to benefit, we've got to study." For Accountancy and Financial Control, homework set in about 8 out of every 10 lectures. Usually takes the form of examples from examination papers, posted in during the week and marked. For Building Society Law and Practice, three essays set between Christmas and the end of the Spring Term but "really there is more reading to do", reading around cases.

.6 ACA Professional II: Essays in Law and Management Accounts but exercises in the other subjects - "maths questions where you have problems to solve." "We have four subjects and, where possible, at least in the accounts subjects, we are given one question to answer each week."

.7 Stock Exchange: "Course work done on one's own ... is expected but none is set." Overlap with what one is doing in day's work means that reading is done independently of the course anyway.

.8 ICSA: (a) One homework at Christmastime in Business Law; homeworks every week in Law and Procedure of Meetings; no homework in Office Administration. Examination questions set in Law and Procedure of Meetings; short questions/essay in Business Law. (b) Very little homework - just three assignments since the beginning of the year.

.3 Course reading

.1 Most of the courses depended on one or two key texts which formed the starting point for course reading. These "bibles" tended to be bought by students and were usually selected from a list of alternatives. One student commented as follows:

> *"I think that they mainly all do the same thing which is that they give you possibly two or three books at the beginning of the course and then sort of recommend which they think is best but I think leave it to you to decide which of the two or three which you think is best."*

.2 Students' choices of texts to read or buy are not always based on on lecturers' suggestions but upon lists of course reading which are found with the syllabi for examinations of professional associations (e.g. Institute of Bankers or Stock Exchange).

.3 Some students stressed the importance of the need to apply what is learnt in lectures to their own work. This meant that reading was not always necessary for assignments (e.g. one might be set an essay on how accounts progress through one's own work place). For some dynamic subject areas (like economics or, especially, banking) it meant being au fait with new developments in the field. An IOB Banking Diploma student described it as follows:

> *"My course is so different because you have to be really up-to-date with things in, you know, the Financial Times. And books are too out-of-date. I mean, you're wasting your time."*
>
> *"We've got two recommended textbooks but they're just very basic. You know, they just help you to understand how the system works - how the Banking System works - and then it is up to you to decide. The questions are so up-to-date. They are very up-to-date so you really need to know how to apply the stuff you've learnt."*

.4 Some students could theoretically obtain financial assistance from their employers for the purchase of books ("pay for everything", "pay fifty per cent of the price of the books"), although it was not always easy to translate this into practice ("a chisel helps").

.5 The range of specialist booksellers in the City meant that purchasing recommended texts had generally proved not to be a problem. One or two specific texts were mentioned as being out-of-print, not yet published, or out-of-stock in a particular bookshop though. Books on the IOB syllabi were available for consultation and inspection before purchase at the Institute and some of the specialised works were available from them cheaper.

.4 Use of libraries

.1 There was a general feeling that it would be difficult to meet all the requirements of the course without using libraries at all ("... if you could buy all the books", "Just be possible but difficult - it's so much easier with a library", "... unless you're prepared to pay out a lot of money for the Bankers magazines, which are fairly expensive, and the Financial Times every day").

.2 The interviews provided amplification of some of the criticisms of the Polytechnic Library which had been made in response to the open-ended questions on the questionnaire (see Section B5.14):

.1 On study facilities

"I think that the Library's facilities are OK, good facilities but it's a bit small for the number of students you have. Because I always go up and find there's no space and then I go away and come back again. If there's no space, it means I'm hanging around waiting for someone to leave. I think that a lot of students, what they do is leave their stuff and then go away and don't come back for hours on end."

.2 On availability of texts

"There didn't seem to be many up-to-date books you could actually borrow. There seemed to be lots of up-to-date books but they were more for reference within the Library."

"I don't know but it just seemed to me that most of the books which were available to take out seemed to be oldish and obviously one of the main problems with courses is to try to keep up-to-date with what's going on at the moment rather than 2 or 3 years ago."

.3 Users commented upon difficulties they had experienced in finding the material they wanted. Unfamiliarity with the layout of the Library and a tendency to depend upon browsing, as opposed to using the catalogue, lay behind many of the more general problems.

.4 Those who had used the catalogue for finding material had not generally found it easy to use. It was suggested by one interviewee that instruction on how to use it might be useful.

.5 There was a general reluctance, amongst those who had faced difficulties in finding material, to ask for help from Library staff. One user put this reluctance down to the busyness of the issue desk.

.6 Interviewees also talked about their use of other libraries. Banking students commented favourably on the IOB Library. One described it as a "superb library" which tended to have all the necessary books. Another pointed out that it had greater depth of coverage than the polytechnic library.

.7 Many of the interviewees mentioned their use of public libraries although most did not tend to depend heavily upon them. They usually provided either more general background reading for a course or were used as a quiet place to study.

.5 Being a part-time student

.1 It is not easy fitting in a part-time course of study as well as a full-time job. A great deal of commitment is required, especially when the course is for an educational/professional qualification and necessitates course work being done between classes as well as attendance at classes themselves.

.2 Students on evening only courses need a greater degree of motivation than those attending daytime courses whose employers allow them time off work in order to attend classes.

.3 It was clear from interviewees' comments that personal circumstances had a profound impact on the amount of time which was available for studying. Most notably, it would appear that it was very much more difficult for someone who was married and had family commitments than for someone who was single.

.4 The distance one had to travel, in order to attend classes, was important because travelling (especially for those attending evening classes from outside London) could take up as much time as the class itself. In addition, those who did not live nearby and/or work in the City were also less well off in terms of access to libraries and bookshops.

.5 Students on day release courses could not always depend on their employers letting them attend classes. If, for some reason, it was particularly busy at their employer's firm pressures were sometimes put on them to turn up for work.

.6 Students on part-time courses tended to feel that they were not part of the Polytechnic. They felt divorced from it and were unaware of the facilities available. For many evening students, in particular, it was simply a building where they attended classes for a few hours each week.

.7 The enormous pressures upon part-time students and the high degree of motivation required by them probably explain the very high levels of non-attendance/wastage which are characteristic of courses of this kind (see Appendices III and IV).

D. BOOK USE STUDY

D1. Introduction

.1 After considering the preliminary findings of the Library's earlier study on library use by part time students (see Pritchard and Payne 1980), the LLR Policy and Budgetary Committee allocated £1,000 for the purchase of texts needed by part-time students in accountancy. As many as possible of these texts, plus previously held copies of the same titles, were identified and used as the basis for a study on book use. The main purpose of the study was to ascertain the extent to which these books were being used by part-time students. The rationale, for including copies of the texts already held in stock as well as the new copies, was that the level of usage of the new copies would inevitably be affected by the availability of the existing copies.

.2 A list of 86 titles, representing 583 copies of books, was drawn up (see Appendix VII). Eighty-two per cent of these copies were tracked down and either had their date labels marked with a fluorescent sticker or were tagged in the issue, so that they could be identified as "survey books".

The proportion of texts traced was much lower for copies already held by the Library. Ninety-one per cent of the texts purchased with additional £1,000 were found and included in the survey, compared to 79% of other copies of the same edition, and 54% of earlier editions.

.3 Then, over a three week period (11 - 29 February 1980), a short questionnaire (see Appendix VIII), asking for details of course and mode of attendance of borrower, was inserted in every survey book which was issued. A note of the book's accession number was written on the back of the questionnaire before it was given to the reader.[1]

.4 A high response rate was ensured because the questionnaire was very short and could, therefore, be completed immediately either by the users or by the library staff on behalf of users.

.5 A plan to examine the issue labels of copies of texts already held by the Library, as a means of looking at past patterns of usage, turned out to be impractical. Apart from obvious difficulties, such as issue labels which had been replaced or were unreadable, it was found from examining a small sub-sample of the books that no consistent pattern was evident for different copies of the same title nor was there any regularity in usage of individual copies for one year to the next. It became clear that the possible variables which could affect usage of individual copies and of particular titles were numerous (e.g. books borrowed "unofficially" and then returned, appearance on one or more course reading lists, numbers of copies available on the shelves) and could not always be retrospectively identified. In this context, the complicated data analyses, which would have been necessary, were unlikely to reveal very much.

D2. Results

.1 Use by user catagory

.1 Only 16% of 272 books issued overall were borrowed by part-time students (see Figure 8). The vast majority (79%) were borrowed by full-time students.

.2 Use by subject of the books

.1 The titles in the book use study were assigned to four broad subject areas (with the exception of sixteen copies of books, or 3% of the total, which fell into none of the categories) below:

a) Accountancy

b) Economics

c) Law

d) Management

As Table 10 shows, over a third of the books were concerned with aspects of management, a fifth of them dealt with law, and a further fifth covered economics. Only 14% of the books were directly concerned with accountancy.

---

1 Guidelines for library staff are reproduced as Appendix IX.

FIGURE 8

LOANS OF BOOKS IN USE STUDY (BY USER CATEGORY)

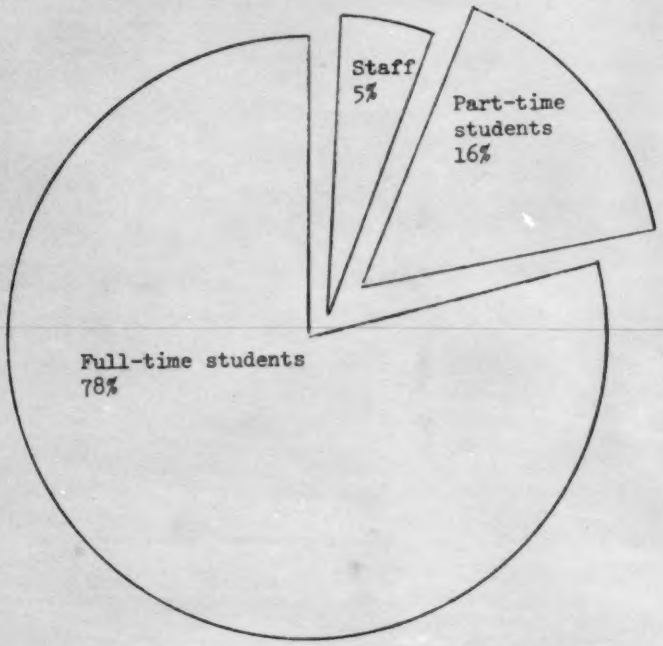


TABLE 10

USE OF BOOKS IN BOOK USE STUDY BY SUBJECT

Subject	No. of titles		No. of copies		Number of uses		O-E
					Observed	Expected[1]	
	N	%	N	%	(O)	(E)	
1. Accountancy	8	(9)	60	(12)	34	30	+ 4
2. Economics	23	(27)	104	(22)	52	54	- 2
3. Law	25	(29)	137	(29)	104	72	+32
4. Management	26	(30)	162	(34)	52	84	-32
5. Others	4	(5)	16	(3)	5	7	- 2

Chi-square = 27.6, d.f = 4, p = < 0.001

[1] Based on expected values derived from subject distribution of copies

.2 It was found that the level of use of law books was much higher than that which would have been expected if the proportion of use had reflected the subject breakdowns of the sample. Conversely the use of management books was much lower. On a one-way chi-square test (or goodness of fit test), these results were found to be highly significant.

.3 Use by edition of the books

.1 The copies of texts purchased with the £1,000 allocated by the LLR Policy and Budgetary Committee were used proportionately less than copies of the same texts already held in stock (see Table 11). Less surprisingly, copies of previous editions of the same texts were used to a smaller extent than would have been predicted on the basis of their numbers in the sample.

TABLE 11

USE OF BOOKS IN BOOK USE STUDY BY EDITION

Edition	No. of copies		Number of users		O-E
	N	%	Observed (O)	Expected (E)	
New copies	253	(53)	117	128	-11
Same edition	182	(38)	110	91	+19
Previous edition	43	(9)	14	22	- 8

Chi-square = 7.8, d.f. = 2, p = <0.05

.2 A cross-tabulation analysis of edition by mode of attendance suggested that part-timers were more likely to use the new copies of the texts than the ones already in stock. (see Table 12). The converse was suggested of full-time students. These findings, however, were found to be not statistically significant.

TABLE 12

USE OF BOOKS IN BOOK USE STUDY BY EDITION AND USER CATEGORY

	New copies		Edition Same edition		Previous edition		All copies	
	N	%	N	%	N	%	N	%
Full-time students	87	(74)	90	(82)	12	(86)	189	(78)
Part-time students	23	(20)	15	(14)	2	(14)	40	(17)
Staff	7	(6)	5	(5)	0	(0)	12	(5)
	117		110		14		241	

Chi-square = 2.0, d.f. = 4, p = >.25

.4 Use by loan status of books

.1 The vast majority of the books in the survey were of normal three week lending status. Just nine items were on short loan. Although the short loan items represented less than 2% of the survey books, they made up 13% of total loans over the survey period. This high level use is not surprising when one considers that short loan status is intended for very popular items of stock and that, once an item has been put into the short loan collection, its level of availability is bound to rise. In other words, over the three week survey period, the potential number of uses of items on short loan is considerably higher (up to three per day) than for items with normal three week loan status (usually one).

.2 There was no recorded uses of survey items in the short loan collection by part-time students. All the short loan borrowings were by full-timers.

.5 Use by students' course

.1 Students on a total of 22 courses borrowed copies of survey books during the three week period (see Table 13). This indicates that there is a high level of overlap in the use of texts by different courses. Furthermore, pressure on texts needed by part-time students in accountancy comes not only from full-time accountancy students but also from students (especially full-timers) in other subjects.

TABLE 13

USE OF BOOKS IN BOOK USE STUDY BY COURSE OF STUDENTS

Course	Department	No. of users	% of total
B.A. Accountancy	Accountancy/Taxation	41	(18)
B.A. Business Law	Law	30	(13)
MDDS	-	25	(11)
HND Business Studies	Economics/Banking	25	(11)
Law Society	Law	20	(9)
B.A. Business Studies	-	17	(7)
Foundation Accountancy	Accountancy/Taxation	12	(5)
B.A. Economics	Economics/Banking	6	(3)
ICSA	Accountancy/Taxation	6	(3)
ACA Foundation	Accountancy/Taxation	6	(3)
Diploma in Management Studies	Marketing/Management	4	(2)
Chartered Institute of Transport	Transport/Insurance	4	(2)
HNC Business Studies	Economics/Banking	4	(2)
Beaver courses	-	4	(2)
Financial Studies Diploma	Economics/Banking	3	(1)
ICMA	Accountancy/Taxation	3	(1)
MA Law	Law	3	(1)
CIPFA	Accountancy/Taxation	3	(1)
Postgraduate Diploma in Business Studies	Economics/Banking	2	(1)
Institute of Marketing	Marketing/Management	1	(<1)
ACA Professional	Accountancy/Taxation	1	(<1)
ICMA	Accountancy/Taxation	1	(<1)

.6 Use by whether books were on reading lists

It was observed in Section D2.5.1 that there was a high level of overlap in the use of the texts by different courses. Further evidence of this is provided by the fact that over three-quarters of all the loans during the survey were of titles on reading lists. As the selection of books to be purchased with the £1,000 was made on the basis of part-time students' reading lists it was to be expected that a high proportion of loans by part-timers would be of titles on reading lists. In the event, a higher proportion of loans by full-timers were of titles on reading lists than part-timers (see Table 14), although the difference was not found to be statistically significant.

TABLE 14

USE OF BOOKS IN BOOK USE STUDY BY WHETHER BOOKS WERE ON READING LISTS

	Reading List?			
	Yes		No	
User category	N	%	N	%
Staff	9	(69)	4	(31)
Full-time students	168	(79)	44	(21)
Part-time students	27	(68)	13	(33)
	204	(77)	61	(23)

Chi-square = 3.4, d.f = 2, p = >.05

E. SUMMARY AND CONCLUSIONS

E1. Introduction

.1 The study was conducted between January and May 1980 to discover the effect on the use of the Polytechnic Library of additional expenditure on textbooks needed by part-time students on accountancy courses. (Section A)

.2 Three techniques were used (Section A2):

.1 a questionnaire distributed to all part-time students in the Accountancy Department, and as a control group, all part-timers in the Economics and Banking Department (Section B1-B4)

.2 semi-structured interviews with part-time students aimed at examining in more detail the role of the Library in their courses (Section C1)

.3 a study of the users of the additional books purchased through a very short questionnaire, inserted in each of the books issued during a three week period (Section D1)

E2. Questionnaire survey results

.1 The response rate has been estimated to be about 40% (Section B4). There was some evidence to suggest that there was a slightly higher proportion of users amongst respondents than amongst the population as a whole (Sections B5.6).

.2 Less than half of the students, who returned the questionnaire, had ever visited the Library (Section B5.1.1). More economics and banking students than accountancy and taxation students had never visited it (B5.1.5).

.3 Although there were differences in the wording of the questions, there was some evidence to suggest that there had been a growth, since an earlier survey carried out in 1979 in the number of part-time students on accountancy courses who used the Library. The evidence for this increase lay in the differences in the figures between the two years for accountancy compared with the control group (Section B5.1.3).

.4 Day students were more likely to have visited the Library before than evening only students (Section B5.4.1).

.5 It was found that the higher the Burnham grade of students' courses, the more likely it was that students had visited the Library before (Section B5.5.2).

.6 Accountancy students visited the Library much more frequently than those in economics and banking (Section B5.7.1).

.7 The length of visits to the Library by part-timers tended to be short. Over two-thirds of respondents who had ever visited the Library stayed for less than half an hour (Section B5.8.1).

.8 Studying was the most frequently indicated use made of the Library. Over half of the students used the Library for this purpose on their last visit compared with 30% who either borrowed or returned materials and 29% who used reference books (Section B5.10.1 - 5.10.3).

.9 More economics and banking students used the Library for studying than accountancy students and less of them used it for borrowing (Section B5.10.4).

.10 The vast majority of part-time students, who had ever visited the Library, indicated that they were satisfied with the services offered (Section B5.11.1). However, comments made by respondents in reply to open-ended questions on the questionnaire, identified several areas of dissatisfaction. The most prominent of these were (Section B5.14):

.1 Lack of space for studying

.2 Poor environment for studying (especially the amount of noise)

.3 Inadequate availability of texts needed by part-timers

.4 Gaps in coverage of stock

.5 Difficulties in finding the way around the Library.

.6 Opening hours too short

.7 Lack of publicity about services available

.11 Lack of time was the most frequently given reason for non-use of the Library by part-time students (Section B5.12.1). This problem was frequently emphasised in comments made on the questionnaire (Section 5.14.16)

.12 Students may be exercising greater selectivity in the choice of books which they purchase for their courses. The adequacy of one's own textbooks as a reason for non-use of the Library was lower for students of both departments than in the 1979 survey (Section 5.12.2).

.13 There was a significant increase (from 4% to 27%) in the proportion of non-users indicating that they were unaware of the existence of the Library or did not realise that they, as part-time students, could use it (Section B5.12.3). The lack of publicity about library services and their availability was frequently commented upon by respondents elsewhere on the questionnaire (Section B5.14.2).

.14 Slightly fewer respondents indicated use of a public library for course-work than had indicated use of the Polytechnic Library. Towards a quarter indicated use of the Library of a professional society or institute and a similar proportion use of libraries at work (Section B5.13.2).

.15 Use of public libraries has fallen dramatically amongst accountancy and taxation students since the 1979 survey but there has been a rise in usage by economics and banking students (Section B5.13.4).

.16 Use of the libraries of professional societies and institutes has risen sharply amongst economics and banking students since the 1979 survey (Section B5.13.5).

E3. Interviewee's comments

.1 Most classes seemed to take the form of lectures by the teacher. Student participation was usually restricted to some discussion within lectures (Section C2.1).

.2 The amount of course work which was set by lecturers varied considerably with some not setting any at all. Past examination questions and essays were the most frequently mentioned type of assignments (Section C2.2).

.3 Most of the courses depended on one or two key texts which formed the starting point for course reading. These "bibles" tended to be bought by students and were usually selected from a list of alternatives. Students' choices were not always based on lecturers' suggestions but upon lists of course reading which are found with the syllabi for examinations of professional associations (Section C2.3).

.4 There was a general feeling that it would be difficult to meet all the requirements of the course without using libraries at all (Section C2.4.1).

.5 The Polytechnic Library was criticised for shortage of study places, and inadequate availability of texts for loan. (Section C2.4.4).

.6 Part-time students experienced difficulties using the library catalogue (Section C2.4.4) and had more general problems finding what they wanted (Section C2.4.3). They were reluctant to seek assistance (Section 2.4.5).

.7 The IOB Library was popular amongst Banking students. (Section C2.4.6).

.8 Many of the interviewees mentioned their use of public libraries although most did not tend to depend heavily upon them. They usually provided either more general background reading for a course or were used as a quiet place to study (Section C2.4.7).

.9 It is not easy fitting in a part-time course of study as well as a full-time job. A great deal of commitment is required, especially when the course is for an educational/professional qualification and necessitates course work being done between classes as well as attendance at classes themselves. It is particularly difficult for students on evening only courses who do not get time off from work for studying and/or those with families (Section C2.5).

.10 Part-time students tended to feel that they were not part of the Polytechnic. For many evening students, in particular, in was simply a building where they attended classes each week (Section C2.5.6).

E4. Book use study results

.1 Only 16% of the 272 issues of texts needed by part-time accountancy students were to part-time students. The vast majority (79%) were borrowed by full-time students (Section D2.1.1).

.2 The law books in the study were the most heavily used (Section D2.2.2).

.3 There were no recorded uses of survey items in the short-loan collection by part-time students (Section D2.4.2).

.4 Students on a total of 22 courses borrowed copies of survey books during the three week period. This indicates that there is a very high level of overlap in the use of texts by different courses (Section D2.5.1). Further substantiating this point, three quarters of all the loans during the survey were of titles on reading lists (Section D2.6).

References

MOSER, C.A. and KALTON, G. (1971) Survey methods in social investigation. 2nd ed. London: Heinemann.

PRITCHARD, A. and PAYNE, P. (1980) Part-time students: their use of a polytechnic library. London: LLRS Publications.

APPENDICES

CITY OF LONDON POLYTECHNIC
LIBRARY AND LEARNING RESOURCES SERVICE

APPENDIX I

PART-TIME STUDENTS FOLLOW-UP QUESTIONNAIRE

Last year, the Library and Learning Resources Service conducted a survey on the use of the library by part-time students. Additional books for part-time students were bought in the light of its findings. We now want to find out the effect, if any, of these books on library use by part-time students.

Please would you spare a few minutes of your time to complete this questionnaire. If you have already completed a follow-up questionnaire, we would be very grateful if you could simply tick the 'yes' box in question 1 and return the questionnaire to us without answering the remainder of the questions again.

Thank you.

Alan Pritchard
Deputy Chief Librarian

Philip Payne,
Research Librarian

Please do not write in this column

1 ... 4

1. Have you already completed a follow-up questionnaire on your use of the library?

   Yes ☐ No ☐ 5

2. Have you ever visited the library?

   Yes ☐ Now please answer questions 3-9, 11-12

   No ☐ Now please answer questions 10-12 6

3. When was the last time you visited the library?

   During the last week ☐
   1-2 weeks ago ☐
   2-4 weeks ☐
   Over 4 weeks ago ☐ 7

4. For how long were you in the library on your last visit?

   Less than ½ hour ☐
   ½ hour - 1 hour ☐
   1 - 2 hours ☐
   Over 2 hours ☐ 8

5. Was the length of time you spent in the library on your last visit in any way exceptional?

Yes ☐ No ☐ 9

6. If YES, was it:

Much longer than usual ☐

Slightly longer than usual ☐

Much shorter than usual ☐

Slightly shorter than usual ☐ 10

7. What did you use the library for on your last visit? Please tick either the 'yes' or 'no' box for each of the following:

		Yes	No	
(a)	Waiting for a lecture	☐	☐	11
(b)	Borrowing/returning library books (or other material)	☐	☐	12
(c)	Studying	☐	☐	13
(d)	Using reference books (e.g. dictionaries, encyclopaedias etc.)	☐	☐	14
(e)	Photocopying	☐	☐	15
(f)	Reading newspapers	☐	☐	16
(g)	Other (please specify)			
	.....			17

8. Please indicate below the overall extent to which you, as a part-time student, are satisfied with the services provided by the library.

Very satisfied ☐

Moderately satisfied ☐

Satisfied ☐

Moderately dissatified ☐

Very dissatified ☐ 18

9. In what ways, if any, do you feel that library services to part-time students could be improved?

.....

.....

.....

.....

..... 19 ___

Now please answer questions 11-12

10. If you have never used the library, please indicate whether it is:

	Yes	No	
(a) Through lack of time	☐	☐	20 ___
(b) Because my own textbooks are sufficient	☐	☐	21 ___
(c) Because another library meets my needs	☐	☐	22 ___
(d) Because it is not necessary for the course	☐	☐	23 ___
(e) Because I was not aware of its existence	☐	☐	24 ___
(f) Other (please specify)			
.....			25 ___

11. Do you use any other libraries for course work? Please tick either the 'yes' or'no' box for each of the different types of library.

	Yes	No	
Public Library	☐	☐	26 ___
Library at work	☐	☐	27 ___
Professional society or institute	☐	☐	28 ___
Another college	☐	☐	29 ___
Other (please specify)	☐	☐	30 ___

12. Please use the space below for any further comments which you wish to make about the library and its services. Constructive criticism will help us improve library services to part-time students.

We would like to conduct some short interviews (20-30 minutes) with part-time students to find out, in rather more detail, their views on the potential and actual place of libraries in their studies. If you would be prepared to be interviewed, please could you write your name below, together with a telephone number by which we can contact you. Replies given in both this questionnaire and in the interview will, of course, be treated as confidential and any information provided by you will not be identifiable to you individually.

NAME: .....

COURSE: .....

TELEPHONE NO.: .....

Please return this questionnaire by March 7th via the Library, your Departmental Office or the Porters' Lodge.

Thank you for your co-operation.

AP/PP/MS
January 1980

APPENDIX II

CITY OF
LONDON
POLYTECHNIC
Rita Pankhurst MA ALA
Chief Librarian

Library and Learning
Resources Service
Calcutta House Precinct
Old Castle Street
London
E1 7NT
Telephone 01-283 1030

AP/PP/MS

February 1980

Dear Lecturer,

Last year the Library and Learning Resources Service (LLRS) undertook a questionnaire survey on the use of the library by part-time students.

In the light of its findings, the LLRS Policy and Budgetary Committee agreed that a special grant of £1,000 should be made available for the purchase of books required by part-time students. At the same time they requested that the effects of this expenditure on library use should be monitored.

One of the key ways in which this is being done is through the distribution of a follow-up questionnaire. With the co-operation of yourself and other lecturers, we are hoping to distribute copies of the questionnaire to every student, in the Accountancy or Economics and Banking Departments, who attends class during the week beginning Monday 18th February.

We have attached ... copies of the questionnaire to this covering letter and we would be very grateful if you could give one to each student at your class on ..... If there are any difficulties please do not hesitate to contact us.

Thank you for your co-operation.

Yours faithfully,

Alan Pritchard
Deputy Chief Librarian

Philip Payne
Research Librarian

Enc.

The Polytechnic is a company limited by guarantee, No 974438, registered in England. Registered office 117 Houndsditch, London EC3A 7BU

APPENDIX III

QUESTIONNAIRE RESPONSE RATES BY COURSE - ACCOUNTANCY AND TAXATION DEPARTMENT

Course	Nos. enrolled	% wastage /non-attendance between enrolment and week 4 (Autumn)	% wastage /non-attendance between week 4 (Aut.) and week 7 (Spring)	Approx. attendance week 7 (Spring)	Nos. of questionnaires returned	Approx. response rate (%)
Evening only courses						
ACA Foundation A	82	19	43	38	11	29
ACA Foundation B	65	26	28	35	5	14
ACA Professional 1	43	20	32	23	0	0
ACA Professional 2	30	29	62	8	1	13
ACA Professional 3	20	33	50	11 (7)[2]	0	0
Certified Diploma in Accountancy and Finance	40	23	32	21	2	10
ICMA Foundation A	25	38	54	9 (7)	6	67
ICMA Foundation B	16	24	37	8	1	13
ICMA Professional 1	23	33	35	12 (10)	4	33
ICMA Professional 2	24	28	21	14	7	50
ICMA Professional 3	7	35	25	5 (3)	5	100
ICSA Professional 1	30	23	54	11	5	45
ICSA Professional 2	40	22	42	18	7	39
ICSA Professional 3	38	24	28	21	3	14
ICSA Professional 4	23	15	47	10	7	70
Stock Exchange 1	113	18	55	42	9	21
Stock Exchange 2	69	19	49	29	13	45
Institute of Taxation Intermediate	33	23	26	19	5	26
Institute of Taxation Final	61	13	51	26	1	4
	782	-	-	360	92	26

Course	Nos. enrolled	% wastage /non-attendance between enrolment and week 4 (Autumn)	% wastage /non-attendance between week 4 (Aut.) and week 7 (Spring)	Approx. attendance week 7 (Spring)	Nos. of questionnaires returned	Approx. response rate (%)
Day						
ACA Professional 1	32	11	37	18	2	11
ACA Professional 2	28	10	32	17	4	24
ACA Professional 3	13	13	27	12 (8)	12	100
ICMA Professional 1	34	18	22	22	12	55
ICMA Professional 2	36	17	16	25	8	32
ICMA Professional 3	26	17	28	16	8	50
ICSA Professional 2	35	7	22	29 (25)	9	31
ICSA Professional 3	30	16	15	21	2	10
ICSA Professional 4	20	25	40	11 (9)	1	9
	254	-	-	171	58	34
Day/Evening						
Associateship Building Society Institute	53	28	64	15 (14)	4	27
Certified Diploma in Accountancy and Finance	22	20	32	12	0	0
	75	-	-	17	4	15
Response rate all courses - Accountancy and Taxation	1,111	-	-	548	154	28

1 An explantion of how these response rates have been calculated is given in Section B4.3 of the report.

2 Highest class total used. Figure in brackets is the computed figure.

APPENDIX IV

QUESTIONNAIRE RESPONSE RATES BY COURSE - ECONOMICS AND BANKING DEPARTMENT[1]

Course	Nos. enrolled	% wastage /non-attendance between enrolment and week 4 (Autumn)	% wastage /non-attendance between week 4 (Aut.) and week 7 (Spring)	Approx. attendance week 7 (Spring)	Nos. of questionnaires returned	Approx. response rate (%)
Evening only courses						
BEC HNA Conversion in Business Studies	55	n.a.	31	22[2]	22	100
BEC HNA in Business Studies Year[1]	34	n.a.	23	15[2]	10	67
HNC Business Studies	20	n.a.	10	15[2]	0	0
Institute of Bankers Banking Diploma						
Part II (Sect. 1) and Stage 2 (Part A)	407	20	35	212	98	46
Stage 2 (Part B)	91	29	28	47	19	40
Part II (Section 2)	247	29	19	142	82	58
Bankers Conversion	145	24	31	76	27	36
Trustee Diploma						
Part I (Section 1)	20	43	33	8	5	63
Part II (Section 2)	25	26	0	19	18	95
Stage 2 (Part B)	8	14	25	5	1	20
Financial Studies Diploma						
Section 1	65	21	30	36	16	44
Section 2	24	17	35	13	10	77
Graduate Conversion Course	24	20	30	13	12	92
	1,165	-	-	623	320	51

Course	Nos. enrolled	% wastage /non-attendance between enrolment and week 4 (Autumn)	% wastage /non-attendance between week 4 (Aut.) and week 7 (Spring)	Approx. attendance week 7 (Spring)	Nos. of questionn-aires returned	Approx. response rate (%)
Day						
Institute of Bankers Banking Diploma						
Part II (Sect. 1) and Stage 2 (Part A)	280	16	25	176	41	23
Stage 2 (Part B)	91	21	31	50	27	54
Part II (Section 2)	107	27	28	56	28	50
Bankers Conversion	120	16	23	78	41	53
Trustee Diploma						
Part II (Section 1)	22	20	0	13	9	69
Part II (Section 2)	22	7	0	13	12	92
Stage 2 (Part A)	28	10	27	18	14	78
Stage 2 (Part B)	12	22	-	0	0	-
	682	-	-	404	172	43
Day/Evening						
Postgraduate Diploma in Business Studies	29	n.a.	29	16[2]	4	25
Response rate for all Economics and Banking Courses	1,876	-	-	1,043	496	48

1 An explanation of how these response rates have been calculated is given in Section B4.3 of the report.

2 Highest class attendance in week 7

COMMENTS FROM PART-TIME STUDENTS IN RESPONSE TO THE OPEN-ENDED QUESTIONS ON THE QUESTIONNAIRE

1. CRITICISMS AND SUGGESTED IMPROVEMENTS

1.1 More publicity needed

Lack of publicity regarding the availability of library services to part-time students (see also reasons for non-use).

"Give students information about the library and part-time students' right to use it at the beginning of the academic year."

Banking Diploma (Evening)

"Part-time students should be made fully aware of the whereabouts of the library and what facilities it offers."

ACA Professional (Day)

"More promotion of library facilities and availability."

Banking Diploma (Day)

"Letting more people know that it is available to them as part-time students. I only knew part-time students could use (the library) because I was a full-time student last year."

ICSA (Evening)

"'Push' use of the library by issuing library registration cards to all new students. Include times of opening and rules on the cards."

Bankers Diploma (Evening)

"It would be of assistance if you publicised the availability of the library and its services to part-time business students."

Bankers Conversion (Evening)

"It should be promoted more."

Banking Diploma (Day)

"I learnt about the library from a student who attended a course last year. It would surely be better to issue a note to all new students explaining where the library is and how it is run."

ICSA (Evening)

"I am a new student this year. If I had been handed a short photocopy about the library i.e. hours of opening, location etc., I might well have made use of it after I enrolled. That is the best point of initial contact."

Banking Diploma (Evening)

"Perhaps a circular or information sheet could be sent to all new students when registration forms are returned. This would be a good idea for all college facilities - e.g. shops and canteen, which I also had to find out about myself. Part-time students are not second class citizens!"

ICSA (Day)

"Make students aware at the beginning of the year of the advantages of using the library, e.g. which books are available. Students should be encouraged to use the library facilities."

Banking Diploma (Day)

"A list of relevant books connected with Stage II I.O.B. would be of interest and would draw members to the library."

Banking Diploma (Evening)

"Providing tutors with a list of books available, relevant for the course - in sufficient numbers."

Financial Studies Diploma (Evening)

1.2 Lengthening opening hours

Twelve users commented on the desirability of lengthening opening hours:

General lengthening	2 users
Later closing in evening	2 users
Weekend opening (general)	1 user*
Saturday opening	3 users
Saturday and Sunday opening	2 users
Lengthening of vacation opening hours	2 users*
Earlier opening in the morning	1 user

*1 user suggested an extension of opening hours at both weekends and vacations.

1.3 Stock

1.3.1 Coverage

"By improving the quick reference section, providing more up-to-date statistics which are easily replaced or kept up-to-date; part-time students research in the library and write essays etc. at home - not time to wade through complicated reference books. Law OK! Geography very bad. Shipping out-of-date. Economics OK! More picture books please!

Banking Diploma (Day)

"A number of the books recommended for courses taught at the Polytechnic are not available in the Library viz marketing of financial services."

Financial Studies Diploma (Evening)

"The Taxation section has very useful basic reference books but lacks publications specifically geared towards examinations at AT II (which are currently recommended in various current magazines."

ACA Foundation (Evening)

"The Probate and Trust reference books need updating in view of a few useful publications in the past few years."

ACA Foundation (Evening)

"More up-to-date books on dynamic subjects e.g. taxation/ law."

ACA Professional (Day)

"Whilst the Institute of Bankers Library is useful and the one which I normally tend to use, it has little of relevance on the subject of marketing of financial services. Any textbooks which the Polytechnic Library could obtain on this subject would, I feel sure, be most useful."

Financial Studies Diploma (Evening)

"Few more insurance orientated/legal/insurance books."

BEC Conversion Course (Evening)

" I have been informed that there is very little information on the marketing of financial services available, and as this is very much a topic of the future, you might wish to give some thought to widening your range of material on this subject."

Financial Studies Diploma (Evening)

"As I don't use the Library, I can't comment on whether it has any works of reference which I would take the trouble to use. I would however find it useful if it stocked recent examination papers relating to my course as well as examiners' comments."

Stock Exchange (Evening)

"The library could hold copies of past examination questions and their model answers (especially for professional examination students) where applicable and available and they should be available for loan."

Certified Diploma in Accountancy and Finance (Evening)

"You need to stock, if not all, then most of the past recommended questions and suggested answers of (the) Association of Certified Accountants which appears you haven't got at the moment."

ACA Foundation (Evening)

"Regarding past examination papers, I feel it would be helpful if specimen answers were provided."

Bankers Conversion Course (Day)

"More newspapers."

ICMA Professional (Day)

"Lot of books are out-of-date."

ICSA (Day)

1.3.2 Availability

Shortage of copies, lack of lending copies of textbooks.

"Larger supply of textbooks."

Trustee Diploma (Day)

"More copies of recommended books for part-time courses."

BEC Conversion Course (Evening)

"To stock more textbooks."

Associateship Institute of Taxation (Evening)

"More books and more up-to-date."

Banking Diploma (Evening)

"More copies of recommended textbooks."

Financial Studies Diploma (Evening)

"More books."

Banking Diploma (Day)

"More copies of set text books."

Financial Studies Diploma (Evening)

"Seems to be a dearth of the standard texts - is there a 'Central' or 'Reserve Section'."

Banking Diploma (Evening)

"Providing more textbooks on a lending basis."

ACA Professional (Day)

"Probably more books for lending on our specialised subjects."

Trustee Diploma (Evening)

"More books to borrow from the library. More copies of each book."

BEC HNA Business Studies (Evening)

"The books most important to me are all on a non-lending basis. A part-time student doesn't always have time to read the material they wish in library hours. Some books (duplicates) could be kept for take home use."

Trustee Diploma (Day)

"More up-to-date books available to be taken out. Not part of the reference sections, particular(ly) course recommended books."

ICSA (Evening)

"More books available for general loan rather than reference books which can't be removed from the Library ..."

ICMA Professional (Day)

"The most recent editions of the recommended textbooks should be available for use."

Associateship Building Societies Institute (Evening)

"The biggest problem a part-time student has is obtaining access to good books to study at home. Unfortunately, although the Library has a good selection of books, the books one really want to use are not available for renewal."

ICSA (Evening)

"Many of the books are only for reference use and part-time students can't spend enough time in the Library to read them."

ICSA (Day)

"Better system of allowing out newer editions i.e. 1st editions are lent to students whereas 2nd editions are for reference purposes only - this is not very helpful."

ACA Professional (Day)

"More course books for reference only."

BEC HNA Business Studies (Evening)

"Allow reference only books to be 'taken out' by students."

BEC HNA Business Studies (Evening)

"Although books have been obtained relating to the course, the availability and numbers of books obtainable are not high enough. Many of the more popular book e.g. Lipsey which are used by full-time students are only available on short term loan and thus practically impossible or very inconvenient, for part-time students to utilise."

Banking Diploma (Day)

"There are still several instances where the library has insufficient copies of recommended course books - it is useful to read through the books before purchase."

ICMA (Evening)

"There should be a bigger stock of popular books. On Taxation (especially Income Tax) none of the books I have taken helped me much with my study work. Also, I can't make full use of the library because most of the books I want are always out."

Banking Diploma (Day)

"Books not in use should be re-shelved as soon as possible so that everyone has a chance to use them. Sometimes they stay on desks for hours."

ICSA (Day)

"... more copies of professional exams past papers."

Banking Diploma (Day)

1.3.3 Accessibility

Need for improved guiding and library instruction.

"Having sections adequately labelled so that books can be quickly found by anyone not used to the library."

BEC Conversion (Evening)

"... a clear layout of the library - its more difficult to get used to where everything is, uses of the library, opening times, and where room to study is, when one is not here full-time."

ACA Professional (Day)

"Its layout is confusing to the rare visitor - perhaps a map or plan should be provided."

Banking Diploma (Evening)

"As there is no form of introduction to the college and its facilities, its harder to find out how to use the library etc. I found it especially difficult to know where the subject sections were and took me a while to find the catalogues."

ACA Professional (Day)

"A floor plan showing the layout of the sections might be a good guide to finding out where books are kept."

ACA Professional (Day)

"Layout is confusing - would appreciate the occasional plan."

Postgraduate Diploma in Business Studies (Day/Evening)

"Easier access."

Banking Diploma (Evening)

"Better indexing system and library layout."

ICMA Professional (Evening)

"Make books easier to find."

Banking Diploma (Evening)

"Library is set out in a way which it is not clear to find books. Microfiche was confusing. Access into the library was time-consuming."

Banking Diploma (Evening)

"Make it clearer to find a specific book or section."

ICMA Foundation (Evening)

"Reference to particular books not easy for someone who has spent a day at work and then short of time."

ICMA Professional (Evening)

"I have been given the impression by my colleagues that it is difficult to look for the title of a book."

Financial Studies Diploma (Evening)

"Lists of books in stock related to specialist courses ought to be handed to students when the first term begins so that students know what is available."

Banking Diploma (Evening)

"Lecturers in each subject should give some indication as to where references can be found - haven't yet found relevant information on some subjects."

Bankers Conversion (Day)

"The use of the index is difficult to follow when you are not used to it."

Trustee Diploma (Day)

"The filing and indexing system is confusing and somewhat difficult to understand especially when the microfilm machines break down!"

Banking Diploma (Evening)

"... half an hour or so induction course (voluntary) on the use of the library."

ICMA Professional (Day)

"Introduction to library systems."

ICSA (Day)

"May I compliment the library staff for the cheerful assistance to me when I first looked around in a 'geographically' difficult place to get acquainted with!"

ACA Foundation (Evening)

"Some sort of coding system which would indicate books which are suitable for persons new to a subject might be useful."

ICSA (Evening)

1.4 Library systems and regulations

Loan periods; Fines; Reservations

"Allow a longer time for borrowing books ..."

Banking Diploma (Day)

"Part-time students generally require a longer loan period."

BEC HnA Business Studies (Evening)

"Books allowed out for longer periods."

ACA Professional (Day)

"Books may be taken out for too long, thus not leaving enough time for others to use them.

Graduate Conversion Course (Evening)

"Extension of period lending facilities say one week or more."

Banking Diploma (Evening)

"Not fining 1 weeks fine when a book is returned 1 week late on the basis that part-time students can generally only get in once a week i.e. 1 week late = 1 day fine."

ICSA (Day)

"A part-time student does not visit the library terribly often and fines are expensive when it can be a week between visits and difficult to return at times."

Stock Exchange (Evening)

"As part-time students' attendances in the college are on specified day/days of the week, it is thought reasonable to relax the rule of charging fee for books returned later than the stamped date on book/books."

Certified Diploma in Accountancy and Finance (Evening)

"The policy of sending a reminder to return books after a week, so that if I forget to renew or return my books on a Friday and take the books in the next Friday as there is no other time available I receive a reminder on the following Monday thus wasting the money I paid as a fine which I would hope (would) go to provide more books."

Banking Diploma (Day)

"A method of sending out books to borrower, if they have ordered them. It can be very difficult to collect them by date due stated on the reservation cards."

Banking Diploma (Day)

"I have often ordered books but found that they are always gone - why not let more reference books be taken out."

BEC Conversion Course (Evening)

"Box for deposit(ing) books to be returned in foyer to save on mountaineering."

Banking Diploma (Evening)

"Easier ordering of books."

ICSA (Day)

"Possibly only speedier service and easier collection of books that are ordered i.e. I do not wish to go to Calcutta House to collect a book I have ordered here."

ICSA (Day)

"It would be advisable to have enough change in the machine."

Banking Diploma (Day)

"... free use of photocopier or be allowed to remove books/papers to cheaper photo machines even if only for 1 hour."

Banking Diploma (Evening)

1.5 Studying facilities

Lack of space; leaving of books etc. on desks by other students; noise.

"More area could be set aside with desks as there always seems to be too many people chasing too few spaces at breaks."

Banking Diploma (Day)

"More space - library nearly always packed with full-time students."

BEC Conversion Course (Evening)

"The only criticism I have is that the library seems very overcrowded."

Banking Diploma (Evening)

"Not enough seating space, very cramped conditions."

Banking Diploma (Day)

"There is insufficient space for studying if one is only there for 1-2 hours in (a) day - tables are always occupied by others - I realise this is difficult to overcome, but it does tend to put one off using the Library."

Banking Diploma (Evening)

"My only criticism is that the library itself is always so crowded it doesn't encourage one to stay for study. However, I realise that this is a difficult problem to solve given the physical limitations of the college."

ICSA (Day)

"More space to put files and books on desks."

Banking Diploma (Evening)

"More room for private study."

Banking Diploma (Day)

"I find that there is not enough writing accommodation space and seating space in the library."

Banking Diploma (Day)

"I feel that more seating could be provided - often when I went into the library after lunch there would be very few seats available at desks - and those free would be seats in the middle of large benches which I would prefer not to use."

ICSA (Day)

"You could do with a lot more studying room. It is advantageous to have areas to work in which are fairly small, so that minor disturbances in a large reading room won't effect everybody."

Banking Diploma (Day)

"More seating."

Trustee Diploma (Day)

"Lack of seating at some times when I would use."

Postgraduate Diploma in Business Studies (Day/Evening)

"There is unfortunately often, especially during the day hours, not enough room to work in the library, i.e. all desks being used. An extension would be useful."

Banking Diploma (Day)

"Not enough room to study ..."

Banking Diploma (Day)

Perhaps more seats could be provided in the evening or else full-time, non-reading, students chucked out."

ICSA (Day)

"I should like more room to study."

ACA Professional (Day)

"... there could be more space to sit down ..."

Stock Exchange (Evening)

"More seats - it often gets very crowded ..."

Banking Diploma (Day)

"More desk space."

Banking Diploma (Day)

"More space provided for students."

Bankers Conversion (Evening)

"More space."

Banking Diploma (Day)

"Too many desks are taken up with coats and/or piles of books belonging to students who have gone for a lecture or meal, making it very difficult to find a space to work."

ICSA (Evening)

"Often not possible to use desks as clothes etc. have been left by someone who will presumably return."

ACA Professional (Day)

"When I visited the library recently I found it difficult to find a place to sit because so many desks were 'reserved' by having books on them which looked as if they could be left there permanently. I feel that a few desks could be earmarked for leaving clear at all times when not in actual use."

Banking Diploma (Day)

"I find the main problem is of seating. Usually I use the library at lunchtime when the desks are all occupied if not by students using them then by the students leaving their books there thus claiming the seat on their return."

Trustee Diploma (Day)

"Not allowing people to reserve seats for longer than 10 mins by leaving books, bags, coats etc. on the seats and desks."

ACA Professional (Day)

"More desks and facilities for study should be provided - it is often difficult to find sufficient space during the day, particularly as other students tend to leave books or other belongings on desks for up to 2 hours without returning."

Associateship Building Societies Institute (Day)

"It is often difficult to find room to sit near the section one wishes to refer to for books. This is aggrevated by students leaving their belongings on tables for long periods when they are obviously not intending to use (the) table. And also by spreading their belongings over more than one chair or space."

ACA Professional (Day)

"Too many students spending too long a time studying or talking in the library."

ACA Professional (Evening)

"Studying facilities in quiet".

Banking Diploma (Evening)

"Not enough room for study in library on my one and only visit to study. Silence notices were ignored and my requests for silence laughed at."

Banking Diploma (Evening)

"I find it difficult to work in the library because it is not very private and, in addition, people keep talking."

Banking Diploma (Day)

"Full-time students should be silenced since they disturb part-time students who only have a very limited time for intensive, concentrated study."

ICSA (Day)

"Increasing room available for studying by supplying more room/ desks for students away from actual library and enforcing more rigidly the silence rule."

Banking Diploma (Day)

"Not quiet enough - no one obeys 'silence' regulations."

Graduate Conversion Course (Evening)

"More desks to study at, more supervision to ensure silence."

ICSA (Evening)

"It would be appreciated if the library staff could enforce the 'silence' rule as it is embarrassing to be obliged repeatedly to ask other students to stop talking - not just whispering."

Banking Diploma (Evening)

"A notice should be placed in the study area stating that: the consumption of food and conversations conducted in sibilant whispers can prove very trying to people wishing to study."

ICSA (Evening)

"... sometimes too much noise."

Bankers Conversion Course (Day)

"Less door slamming by library staff."

Banking Diploma (Day)

"Increasing number of desks and chairs. Try to ensure a more quiet and studious atmosphere."

ICSA (Evening)

"Should designate 'constructive discussion' areas."

BEC Conversion Course (Evening)

"In general one prefers to study at home but, in addition to easier removal of popular books, perhaps if there were more cubicles and a warmer atmosphere perhaps one might be tempted to spend more time in the library.

ICSA (Evening)

"Part-time students are not second class citizens. If anything, they should be given greater consideration than full-time students who are able to use the library anytime from 9.30 - 9.00 Monday-Friday. More supervision is needed in reading areas to see library rules are obeyed."

ICSA (Day)

"It is often cold in the library and I usually need my coat on."

ACA Professional (Day)

2. REASONS FOR NON-USE

2.1 Absence of need to use Polytechnic Library

Use of other libraries, dependence on textbooks, subsidies from employers for books.

"As a rule, the textbooks are sufficient for the Conversion Course (Also old 6th form school work, advice from work notes)."

Bankers Conversion Course (Day)

"The library of the Institute of Bankers is much nearer to my office than the College Library. I would find it difficult to reach the college during the day, and I presume it would be closed after, say, 5.00 p.m.."

Financial Studies Diploma (Evening)

"Until quality (of) canteen improves no possibility that (I) would stay on in college to use the books after work unfed. At lunchtime Institute of Bankers Library has far more room for students and specialised reference books. In any case most work done at weekends at home."

Banking Diploma (Evening)

"Subsidy by my employer means that I buy as many textbooks as I can."

ICMA Professional (Day)

"At this stage in my examinations, the course books are more than sufficient if read in conjunction with the newspapers. Therefore there was no need for the library, however this will be obviously change as the course progresses."

Banking Diploma (Evening)

"I have up to now mostly used the AIB Library which contains most of the books I require."

Banking Diploma (Evening)

"I do intend to visit and use the Library to consult past papers for the course I am taking. However, for other purposes my employers are particularly conscientious in obtaining and making available on long loan the books I need. This is more convenient for me and, I hope, relieves the pressure on the library from those who are dependent on it."

Postgraduate Diploma in Business Studies (Day/Evening)

2.2 Lack of time

"I think that it is important to realise that part-time students who attend all lectures have little or no time to visit the library. I have been at the college for 3 years now, and have not had any time in the last two years to visit the library with family and work commitments, there is no time available outside course hours. Additionally, this year's course is held at Finsbury Circus, therefore there is no time or reason to visit the main building."

ACA Professional (Day)

"The library is really not useful to students in full-time employment as there is no time to study there."

Stock Exchange (Evening)

"Bearing in mind that most students on evening courses have a full-time occupation from 9.00 a.m. to 5.00 p.m., I feel it unlikely that many will wish to use the library. But it would still be of use if at the start of every course the lecturer made students aware of the library facilities and rules, in addition also described to students the other facilities."

Banking Diploma (Evening)

"I did not realise the full extent of the library service. Being a part-time student I don't seem to find time to make visits to the library."

Bankers Conversion Course (Day)

"Do not get sufficient time during the day to visit the library."

ACA Professional (Day)

"I ... found that there was no time to visit the library during college time due to the tight schedule of my course."

Bankers Conversion Course (Day)

"I honestly feel that the library service for a part-time student is excellent; the problem is lack of time to spend in the Library, already having two evening classes a week at the college."

Banking Diploma (Evening)

2.3 Attitudes of lecturers

"Improved communication between library and teaching staff required. If this survey proves that part-time students do use/wish to use the library, the idea amongst academic staff that the library is not relevant to part-time students should be dispelled."

ICSA (Day)

"I have found that the class teachers for Banking courses are strangely reticent on the facilities of the library and on giving out any course reading lists or general bibliographic advice to us. How about a short booklet guide to the library and its services distributed free to all students??"

Banking Diploma (Evening)

"Lecturers should liaisewith the librarians more. I have found that lecturers have recommended books not available in the library or had assumed they were, whereas in fact they had not even been catalogued, or alternatively when challenged about whether or not they could confirm that they were available, were not able to say how many were in regular stock either available for borrowing or for reference purposes only. This uncertainly generates lack of confidence which I feel is unwarranted. To counteract this, I would suggest that once the size of the class is established say around the end of October the lecturer should take his students on a visit to the library and dwell for a while in the section relevant to that particular class."

ACA Foundation (Evening)

2.4 Did not know of existence of library or that part-time students could use it

"I have no idea of the quality of the service offered by the library, but would have been delighted to visit it earlier had I known of its existence."

Banking Diploma (Evening)

"Further information to students to advertise its existence. would assist usage."

Financial Studies Diploma (Evening)

"Where is the library? I have never noticed any signpost. There was no mention of library facilities in the joining details for the course."

ACA Foundation (Evening)

"Some part-timers are unaware that they can use the library."

ICMA Professional (Evening)

"I was not aware of its existence and is it open in the evening while I am waiting for my lecture to commence at 6.00 p.m.?"

Bankers Conversion Course (Day)

"The library is not publicised to any large extent and students are not made aware of its existence. More information concerning the location and nature or scope of the library should be circulated."

ICSA (Day)

"Absolutely no information given to the existence and operation of the polytechnic library."

Bankers' Conversion Course (Day)

"We could be told about how to join the library, how it is laid out and what services it offers when we begin our course. I had to find out about its existence by accident, let alone its facilities."

ICSA (Day)

"I was totally unaware of the existence of the library - however I would use it if I was supplied with information concerning borrowing of books etc. I think that new part-time students should be given more information about the library - in the form of a circular perhaps?"

ACA Foundation (Evening)

"Library services have not been bought to my attention."

Banking Diploma (Evening)

"Its availability to part-time students was never mentioned, nor were its operating systems explained."

Banking Diploma (Day)

"I knew you have a library but was not aware that it was available for part-time students. Some sort of circular regarding the service would be helpful as well as details of how to use it."

Financial Studies Diploma (Evening)

"I was unaware that books were available in library for the banking diploma."

Banking Diploma (Evening)

"The library is not publicised to any large extent and students are not made aware of its existence. More information concering the location and scope of the library should be circulated."

ICSA (Day)

CITY OF LONDON POLYTECHNIC
LIBRARY AND LEARNING RESOURCES SERVICE

INTERVIEW SCHEDULE

Thank you for agreeing to be interviewed. The purpose of these interviews is to enable us to obtain a clearer understanding of the nature of part-time courses, the kinds of difficulties faced by part-time students in studying, and the views of students on the potential or actual place of libraries in their studies. From this, we hope to have some context in which we can view the results of our questionnaire survey on library use.

Your responses will, of course, be treated in confidence and any information provided by you will not be identifiable to you individually.

(Do you mind if I tape-record this interview?)

Can we start by looking at your course?

It's ..... (Confirmation) and leads to ..... (Name of qualification)
How many classes do you attend at the Polytechnic each week?
Are they all on the same day?
Do you have any evening (daytime) classes?
Do all your classes take the form of lectures by the teacher? What other forms do they take? Discussion groups? Seminars? Tutorials?
How much course work are you expected to do on your own?

Can you tell me a little about the types of assignments which are set as part of the course?

Essays? Projects? Exercises?

When an assignment is set, are you given a list of suggested reading?

How do you go about getting material for essays?

Are you (also) given course reading lists?

Approximately how many books have been recommended to you during this year of your course?
(0-5, 5-10, 10-15, 15-20, 20)

Have you bought any of these books?

Which ones to you tend to buy?

Do you get any financial support from your employers for the purchase of course books?

Have you had any difficulties in purchasing recommended texts?

Perhaps we can now move on to your views on libraries in general and the Polytechnic Library in particular.

NON-USERS

Do you feel that it is possible to meet the requirements of your course without using libraries at all?

Some students pointed out on the questionnaires that there was a lack of publicity about the availability of Polytechnic library services to part-time time students.

What are your feelings on this?

How did you find out about the library?

Were you told about the Library by any of your teachers?

Do you use any other libraries in relation to your course work?

What types of material would you obtain from them?

Do you have any difficulties in finding the material which you require in them?

USERS

Do you feel that it is possible to meet the requirements of your course without using libraries at all?

Some students pointed out on the questionnaire that there was a lack of publicity about the availability of Polytechnic library services to part-time students.

What are your feeling on this?

How did you find out about the Library?

Were you told about the Library by any of your teachers?

How frequently do you visit the Polytechnic Library?

Weekly? Monthly? Less freqeuntly?

What do you generally use the Polytechnic Library for?

Studying?

Waiting for a class? (Have you ever borrowed material from the library?)

What type of material did you borrow?

Did you have any difficulty finding what you wanted?

What (would you) do you do if you can't find what you want?

Have you ever used the Library catalogue?

Did you have any difficulties using it?

Do you use any other libraries?

Which ones?

Do you tend to use these more or less than the Polytechnic Library?

What types of material would you obtain from them?

Finally, I was wondering whether you have any comments you would like to make about the kinds of problems and constraints which face part-time students in studying?

Time? Full-time employment? Family commitments?

PP/MS
April 1981

USE OF TITLES IN BOOK USE SURVEY

Title no.	Class no.	Title	No. survey copies[1]	No. of users recorded[1]
1	001.424	A guide to operational research (Duckworth)	4 (3)	0 (0)
2	001.61	Basic training in systems analysis .. (Daniels/Yeaks)	7 (3)	4 (4)
3	001.6403	Computing: a dictionary of terms ... (Hyman)	1 (1)	0 (0)
4	001.64044	Further computer appreciation (Fry)	4 (2)	0 (0)
5	158.7	Management and motivation (Deci)	8 (3)	3 (1)
6	301.1832	Writer on organizations (Pugh)	7 (6)	1 (0)
7	301.1832	Organization theory (Pugh)	9 (6)	6 (4)
8	330	Introduction to economics (Cairncross)	4 (2)	3 (1)
9	330	Modern economics (Harvey)	8 (6)	7 (6)
10	330	A textbook of economics (Hanson)	3 (3)	2 (2)
11	330.03	A Dictionary of economics and commerce (Stiegeler/Thomas)	1 (1)	0 (0)
12	330.03	A Dictionary of economic terms (Gilpin)	1 (1)	0 (0)
13	330.03	A Dictionary of economics and commerce (Hanson)	1 (1)	1 (1)
14	330.1	Textbook of economic analysis (Nevin)	2 (2)	0 (0)
15	330.9410857	The UK economy (Prest/Coppock)	16 (3)	12 (3)
16	330.9410857	The Economic system in the UK (Morris)	8 (3)	6 (2)
17	330.9410857	Guide to the British economy (Donaldson)	5 (4)	2 (1)
18	331.0941	Concise encyclopaedia of industrial relations (Marsh)	1 (1)	0 (0)
19	332.0941	The British financial system (Revell)	10 (4)	5 (3)
20	332.1	The Marketing of money (Ornstien)	2 (1)	0 (0)
21	332.10254212	The City Directory	Reference only	
22	332.1094212	Capital City (McRae/Cairncross)	4 (4)	2 (2)

1 Figures in brackets are for books purchased with the £1,000 allocated by the LLR Policy and Budgetary Committee in 1979.

.../2

Title no.	Class no.	Title	No. survey copies[1]	No. of users recorded[1]
23	332.401	Theory of money (Newlyn/Bootle)	8 (3)	1 (0)
24	332.60973	Institutional investors and corporate stock (Goldsmith)	1 (1)	0 (0)
25	332.642094212	The Stock Exchange (Berman)	5 (3)	2 (2)
26	336.200941	Comprehensive aspects of taxation (Williams)	4 (2)	0 (0)
27	336.240941	Income tax (Pritchard)	1 (1)	0 (0)
28	336.243	Capital gains tax (Pritchard)	2 (2)	1 (1)
29	336.2430941	Corporation tax (Pritchard)	5 (2)	2 (0)
30	336.41	The Finance of local government (Hepworth)	7 (3)	1 (1)
31	338.7	The Economics of industrial structure, conduct and performance (Needham)	6 (2)	5 (2)
32	340	Introduction to English law (James)	10 (3)	8 (1)
33	340	Outlines of English law (Marsh/ Soulsby)	4 (3)	1 (0)
34	340	English law (Smith/Keenan)	9 (4)	3 (1)
35	343.052	Tolley's income tax (Harvey)	4 (2)	3 (1)
36	343.067	Tolley's corporation tax (Harvey/Young)	7 (2)	3 (1)
37	344.011	Law of employment (Selwyn)	5 (2)	3 (1)
38	346.02	Contract (Davies)	4 (2)	1 (1)
39	346.02	Cheshire and Fifoot's law of contract (Furmston)	5 (4)	3 (3)
40	346.03	General principles of the law of texts (James/Brown)	2 (1)	2 (1)
41	346.03	The Law of torts (Street)	1 (1)	1 (0)
42	346.03	Tort (Baker)	5 (4)	3 (3)
43	346.0402632	Sweet and Maxwell's property statistics (Morris)	3 (2)	2 (1)
44	346.043	Concise college texts (Green)	2 (2)	2 (2)
45	346.043	A Manual of the law of real property (Megarry)	5 (2)	1 (1)

.../3

Title no.	Class no.	Title	No. survey copies[1]	No. of users recorded[1]
46	346.045	Planning law and procedure (Telling)	6 (2)	1 (1)
47	346.066	Company law and procedure (Charlesworth/Cain)	14 (5)	34 (4)
48	346.0660264	Cases and materials in company law (Sealy)	3 (1)	2 (1)
49	346.0664	The Law of meetings (Shaw/Smith)	3 (0)	1 (0)
50	346.068	Law of partnership (Drake)	5 (2)	4 (3)
51	346.07	Charlesworth's mercantile law (Schmithoff/Sarre)	4 (2)	5 (2)
52	346.07	Business law (Marsh/Soulsby)	4 (3)	1 (0)
53	346.07	Commercial law (Lowe)	13 (6)	8 (5)
54	346.07	Stevens and Borrie's elements of mercantile law (Macleod/Hudson)	7 (1)	4 (1)
55	346.07	Mercantile law (Smith/Keenan)	7 (3)	5 (2)
56	347	The English legal system (Walker/ Walker)	5 (5)	2 (2)
57	510.24658	Qualitative techniques for business (Marsland)	6 (5)	1 (1)
58	519.5024658	Elementary business statistics (Freund/Williams)	5 (3)	1 (1)
59	519.5	Statistics (Harper)	9 (6)	4 (4)
60	519.5	Statistics (Owen/Jones)	2 (2)	1 (1)
61	519.7002465	Modern analytical techniques (Owen/ Jones)	6 (6)	3 (3)
62	651.3	Office administration (Mills/ Standingford)	7 (5)	2 (2)
63	651.32	Office organisation and method (Mills/Standingford)	7 (3)	4 (3)
64	657	Accounting for price level changes (Gynther)	6 (2)	0 (0)
65	657.42	Cost accountancy (Harper)	10 (6)	6 (5)
66	657.45	Casebook on auditing procedures (Bird)	14 (6)	8 (3)
67	657.45	Auditing today (Woolf)	4 (1)	3 (0)

.../4

Title no.	Class no.	Title	No. survey copies[1]	No. of users recorded[1]
68	657.95	Company accounts (Magee)	4 (2)	2 (2)
69	658	Corporate strategy (Ansoff)	17(12)	2 (1)
70	658	Strategic management	4 (2)	1 (1)
71	658.003	Dictionary of management (French/ Saward)	1 (1)	0 (0)
72	658.05	Data processing and management information systems (Anderson)	9 (5)	6 (4)
73	658.054044	Business data systems (Clifton)	3 (3)	1 (1)
74	658.15	Management of company finance (Samuels/Williams)	9 (3)	4 (2)
75	658.15	Business finance (Paish/Briston)	6 (2)	5 (2)
76	658.1511	Accounting in business (Bull)	4 (2)	4 (2)
77	658.1511	An Insight into management accounting (Sizer)	12 (6)	7 (3)
78	658.1552	Managerial cost accounting (Bierman/Dyckman)	6 (2)	3 (2)
79	658.3	The Human side of enterprise (McGregor)	9 (3)	0 (0)
80	658.3	Personnel administration (Pigers/ Myers)	2 (2)	0 (0)
81	658.3	A Textbook of personnel management (Thomason)	6 (3)	2 (1)
82	658.401	Systematic corporate planning (Argenti)	6 (2)	1 (0)
83	658.4034	Basic operational research (Moore)	6 (6)	1 (1)
84	658.4034	Organisation and methods (Anderson)	10 (6)	0 (0)
85	658.45	Communication (De erell)	4 (1)	2 (0)
86	658.809	The Marketing of professional (Wilson)	3 (2)	2 (1)

CITY OF LONDON POLYTECHNIC
LIBRARY AND LEARNING RESOURCES SERVICE

Book Use Survey

Please could you complete this form and then place it in the box provided at the issue counter at the Moorgate Library. It could help us to provide a better library service to you.

Please indicate whether you are:

(a) Part-time staff ☐

(b) Full-time staff ☐

(c) Part-time student ☐

(d) Full-time student ☐

(e) Other (Please specify).....
.....

Department/Course .....

Is this book on your course reading list?

Yes ☐ No ☐

CITY OF LONDON POLYTECHNIC

LIBRARY AND LEARNING RESOURCES SERVICE

GUIDELINES FOR PART-TIME STUDENT BOOK USE STUDY

1. Context of the study

In the light of a questionnaire survey on the use of the library by part-time students, which was carried out in January 1979, the LLRS P & B Committee allocated £1,000 for the purchase of books needed by part-time accountancy students. At the same time, the Committee stipulated that the effects of this expenditure on library use should be monitored.

We are undertaking this monitoring in three main ways:

(a) a study of the use of books purchased with the additional grant (and the use of copies of the same title which were already in stock);

(b) a follow-up questionnaire;

(c) interviews with part-time students.

2. Purpose of the study

The examination of the use of the books purchased with the £1,000 allocated (and of copies of the same works which were already available at Moorgate) is being carried out by (1) a simple count of the number of times that the date labels have been stamped (to determine overall use), and (2) through a very short questionnaire, aimed at providing basic background information about the users of these books (to determine whether, for example, it is full-time or part-time students who mainly use the books). These guidelines relate only to the second part of the study.

3. Methodology

3.1 Time period

The study will cover one week from Monday 11th February. We might extend it for a further week if it is found that there are insufficient completed questionnaires to carry out valid analyses.

3.2 Survey books

I have marked the date labels of books covered by the study with a florescent orange spot.

3.3 Distribution of questionnaires

Please give the reader one questionnaire for each survey book issued (including short loan survey books). However, before giving the questionnaire to the reader, please write the accession number of the survey book on the reverse of the questionnaire. It would be helpful if the reader could be asked verbally, to complete the questionnaire and place it in the box provided (although these instructions are given on the questionnaire).

3.4 Return of questionnaires

I will provide a clearly marked box in which users can place completed questionnaires.

3.5 Survey books currently on issue

I have been unable to mark some of the books in the survey because they are currently on loan. These are indicated in the issue by a blue tag. If any of them are returned during the survey period, please continue to put them to one side for me, so that I can mark the issue labels and count the number of times that they have been issued in the past. I will continue to try and get to Moorgate daily in order to clear them. If a user wishes to renew a book, which is marked with a blue tag, please give him or her a questionnaire to complete, and leave the blue tag on the reader's ticket in the issue.

If there are any difficulties, please contact me on ext. 536.

Thank you for your co-operation.

Philip Payne
Research Librarian

PP/MS
5 January 1980